PERCEPTIONS OF LEADERSHIP IN
A USAREUR BRIGADE

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A model of leadership, with accompanying surveys, was developed through interviews with leaders and troops in a USAREUR battalion. The developed surveys (one for leaders and one for troops) were administered to 513 troops and 237 leaders (team to platoon leaders) selected from 15 companies. Responses on the five-point scales were grouped according to whether they were less than the midpoint (i.e., 3), on the midpoint, or greater than the midpoint. Responses less than the midpoint were treated as perceived deficiencies in leadership while responses above the midpoint were considered

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positive perceptions of leadership. Leaders' responses were examined
overall, and by leaders' rank, position, time in position, and type of
unit. Troop responses were analyzed overall and by troops' time in lo-
cation and type of unit.

Results suggested that, overall, perceptions of leadership were pos-
itive, except concerning use of rewards. Also, squad level leaders were
less positive than platoon level leaders concerning leaders' interper-
sonal skills, suggesting that lower level leaders have different views
of equitable troop handling than do higher level leaders. Also leaders
in their position over 18 months and troops overseas more than 24 months
have more negative perceptions of leadership, suggesting cynicism with
leadership grows with contact. Further, Headquarters company personnel
perceived more deficiencies in leadership than personnel from other types
of units, perhaps because of the dual chain of command and responsibil-
ities in headquarters units.

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The Leadership and Organizational Effectiveness Work Unit of the USAREUR Field Unit, Army Research Institute for the Behavioral and Social Sciences conducts research designed in part to supply Army decision makers with personnel-related information. One project currently underway is to develop a model of leadership at and below the company level. The purpose of this model is partly diagnostic, that is, to give unit commanders information about current perceptions of leadership in their units, so that they can take steps to change those perceptions if they choose. Another purpose is to determine effective leader behaviors under different situations for leaders at various levels in a company, so these behaviors can be institutionalized through Army training programs. The following report uses such a model to explore perceptions of squad to company level leaders in a USAREUR Brigade.

The research reported here was sponsored by the USAREUR Command Sergeant Major and responsive to Human Resource Needs 78-15, Study of Performance Enhancement of Organizational Effectiveness in USAREUR through Development of Unit Leadership Roles.

PERCEPTIONS OF LEADERSHIP IN A USAREUR BRIGADE

BRIEF

Requirement:

The purpose of this report is to examine troops' and leaders' perceptions of squad to company level leaders in a USAREUR brigade. This is part of a two-fold program to: (1) develop an instrument with which to analyze leadership behaviors at the company level and below; and (2) develop and validate an empirically based model of company level leadership.

Procedure:

A model of leadership, with accompanying surveys, was developed with assistance from troops and leaders in a USAREUR battalion. This model theorized that an effective leader must be active in three main areas: training, troop handling, and supervision of garrison activities. The developed surveys (one for troops and one for leaders) were administered to 513 troops and 237 leaders (from team to platoon leader) selected from 15 companies (3 battalions). Responses on five-point scales were grouped according to whether they were less than the midpoint (i.e., 3), on the midpoint, or greater than the midpoint. Responses less than the midpoint were treated as perceived deficiencies in leadership while responses above the midpoint were considered perceived strengths of leadership. Leader responses were analyzed overall and by leaders' rank, position, time in position, and type of unit. Troop responses were analyzed overall and by troops' time in location and type of unit.

Findings:

Overall, leaders' responses were quite positive, especially concerning garrison activities. Troop responses were neutral to positive, especially concerning instruction in training. Although neither leaders nor troops perceived many deficiencies in the use of rewards, neither group perceived their use very positively either.

Squad level leaders were less positive than platoon level leaders concerning use of rewards and punishments, maintaining standards, and how well personnel understood leaders' troop handling duties.

Leaders in position over 18 months perceived more deficiencies in leadership than leaders in position less than 18 months, especially in the area of training. Leaders with 4 to 6 months time in position reported the fewest perceived deficiencies in leadership, especially in the area of training.

Headquarters company leaders perceived more deficiencies in leadership in general than did leaders from other types of units. Combat support company leaders had more positive perceptions of leadership than did leaders from other types of units.

Troops spending more than 2 years in one location (overseas) perceived more deficiencies in leaders' counseling abilities and use of rewards/punishments than did troops with less than 2 years in location. Troops with less than 4 months in the location had especially positive perceptions toward counseling, use of rewards, and use of punishments.

Troops in headquarters companies perceived more deficiencies in leaders' critiquing of training, counseling, and rewarding troops than did troops in line or combat support units. However, troops in combat support units perceived more deficiencies in leaders' training management and counseling than did troops from other types of units.

Utilization of Findings:

These findings should be considered, along with other information the military deems relevant, in making decisions in the following areas:

1) Policies concerning personnel decisions at and below company level. The data suggest that rewards such as praise, days off, or formal awards may not be used sufficiently at company level. Also, squad level leaders were less positive than platoon level leaders concerning use of rewards, punishments, and maintaining standards. Perhaps this reflects their lack of involvement in, or understanding of, personnel decision-making processes.

2) Length of time personnel spend in their position or location. The data implies that leaders in their positions over 18 months or troops overseas more than 24 months perceive more deficiencies in leadership. This finding should be weighed along with other data in determining the frequency of personnel rotation within or between units.

3) The dual role of personnel in Headquarters units. Both troops and leaders in HQ units perceived relatively more deficiencies in leadership, perhaps reflecting the fact that headquarters personnel have dual responsibilities: their duties external to the unit (e.g., working in battalion headquarters) during the duty day and their duties pertaining to the unit (e.g., maintenance of barracks) after hours. Since most personnel have these dual responsibilities, soldiers may get less help from their superiors, since superiors already have full-time responsibilities external to the unit. Perhaps these problems could be reduced by a dialogue between the chains of command (e.g., battalion staff and company level headquarters leadership), making both aware of the demands on subordinates' time.

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INTRODUCTION

There is evidence to suggest that perceptions of leadership in an organization are not constant, but rather vary according to such factors as an individual's hierarchical position within an organization, time spent in the position or organization, or even "branch" of the organization to which the person belongs. Cooper et al., (1979) document the existence of a "hierarchy gap"; that is, the higher one's position in an organization, the more positive one's attitudes toward various aspects of that organization. Thus, in the military there may well be differences in perceptions of leadership between persons of varying ranks or positions (e.g., squad leaders vs. platoon sergeants). Whittenburg (1978) has presented data suggesting that the assignment of longer European tours may result in more personnel problems. Thus it is reasonable to expect that persons spending more time in Europe, or even in a particular position may have different perceptions of leadership than persons with less exposure to the same position or location. Finally, the type of unit in which one serves may influence perceptions of leadership. In headquarters companies, for instance, leaders perform dual roles--a soldier may report to a staff officer or NCO for an 8 hour day and then be under control of a different NCO within his company after hours. Combat support companies, which consist of basically independent platoons, are generally more decentralized than line units. It is possible that such factors as dual leadership roles or decentralization would influence peoples' perceptions of leadership.

METHOD

Subjects

Surveys were administered to a sample of 513 troops and 237 leaders from 15 companies in USAREUR. First sergeants in each of the companies were told to provide approximately 35 troops and 20 leaders evenly divided among the various platoons and squads in the company. Troops were in grades E1 to E4 in nonleadership positions. The leader sample consisted of 13 platoon leaders, 18 platoon sergeants (i.e., roughly 1 per company), 100 squad leaders, and 72 team leaders. The remaining 34 did not record their leadership position on the survey. Additional characteristics of the troops and leaders are presented in Table 1. Most leaders were E4s and E5s with a little over 6 months in their current position and 12 months in their present location. About 60% of the leaders came from line units, with 20% each from combat support and headquarters units. Most troops were E3s or E4s, with a little over 12 months overseas. Like the leaders, about 60% came from line units with 20% each from combat support and headquarters units.

Table 1

Characteristics of Samples*

Troops

Rank			Time in overseas location		
E-1	N = 11	2%	0 - 3 months	N = 31	7%
E-2	N = 80	17%	4 - 6 months	N = 40	8%
E-3	N = 172	36%	7 - 12 months	N = 149	32%
E-4	N = 211	45%	13 - 18 months	N = 88	19%
			18 - 24 months	N = 105	22%
			Over 24 months	N = 55	12%

Type of Unit		
Line unit	N = 321	63%
Combat support	N = 89	18%
HQ company	N = 97	19%

*These figures are approximate because:
a)   Not everyone surveyed gave demographic information.
b)   Because of missing data, the N varies slightly from item to item.

Leaders

Rank			Position		
E-4	N = 53	24%	Platoon leader	N = 13	7%
E-5	N = 114	51%	Platoon sergeant	N = 19	9%
E-6	N = 31	14%	Squad leader	N = 100	49%
E-7	N = 13	6%	Team leader	N = 72	35%
E-8	N = 1	--			
O1	N = 9	4%			
O2	N = 3	1%			

Table 1 (Continued)

Leaders (Continued)

Time in position				Time in location		
0 - 3 months	N = 52	25%		0 - 3 months	N = 17	8%
4 - 6 months	N = 51	24%		4 - 6 months	N = 30	13%
7 - 12 months	N = 61	29%		7 - 12 months	N = 61	27%
13 - 18 months	N = 17	8%		13 - 18 months	N = 19	9%
19 - 24 months	N = 14	6%		19 - 24 months	N = 27	12%
Over 24 months	N = 16	8%		Over 24 months	N = 70	31%

Type of Unit		
Line unit	N = 145	63%
Combat unit	N = 43	18%
HQ company	N = 44	19%

Instruments

A model of leadership at and below the company level was developed through unstructured interviews with personnel at various levels in a USAREUR battalion. A rough model was designed through 1-hour interviews with the battalion commander, command sergeant major, two company commanders, five first sergeants, several platoon leaders, platoon sergeants, squad leaders, team leaders, and Els to E4s in nonleadership positions. Selection of platoon leaders and below was done by requesting first sergeants to provide a given number of leaders at various levels, representing several different platoons/squads within the company.

All interviews were unstructured. Leaders from battalion commander through platoon sergeant were interviewed separately. Squad leaders, team leaders, and troops were interviewed in small groups, but only soldiers at the same level were interviewed together. After a rough model was developed, it was refined and validated via 1-hour interviews with each of the five company commander/ first sergeant teams, and the battalion commander. The final detailed model was then used by the research team to design two survey instruments--one for troops (Els to E4s in a nonleadership position) and one for leaders (team leaders through platoon leaders). These instruments were then reviewed and revised by the field unit staff.

Even though these instruments were not developed exclusively using the research literature, an examination of the original instruments (see Appendix A) and the present draft as well (Appendix B) reveals that the contents of most items relate to either consideration or initiating structure. These two dimensions are frequently cited in reviews of leadership or organizational literature (i.e., Hamner & Organ, 1978; Korman, 1977; Vroom, 1976; & Chemers & Rice, 1974).

The original instruments were administered to a sample of 150 troops and 75 leaders in a USAREUR battalion. Some items were eliminated on the basis that they were answered substantially the same by subjects in all units (a subjective judgement). The remaining items were revised and pilot tested for readability with a small group of troops and leaders. The items were again revised and organized into the current version containing six content areas, as shown in Figure 1.

Leaders should be proficient in:

  I. Troop Training

      A. Training Management (Questions 1-22* for leaders and 1-5** for troops)

      B. Training Instruction (Questions 23-40 for leaders and 6-15 for troops)

  II. Troop Handling

      A. Management/Interpersonal Skills (Questions 41-62 for leaders and 16-46 for troops)

      B. Maintaining Standards/Discipline (Questions 63-87 for leaders and 47-59 for troops)

  III. Garrison Activities (Questions 60-67 for troops)

      A. Management (Questions 88-100 for leaders)

      B. Supervision (Questions 101-108 for leaders)

Miscellaneous Questions

(Questions 109-131 for leaders and 68-83 for troops)

 *Refers to questions in Leader Survey

**Refers to questions in Troop Survey

Figure 1. Leadership model.

The model postulates that leaders must be proficient in three main areas: training, troop handling, and garrison activities. Each area is divided into two subareas. Training is broken into training management, or the planning of training, and training instruction, or the actual training and critiquing of training. Troop handling is divided into management/interpersonal skills, which related to informing, counseling and rewarding troops, and maintaining standards and discipline, or getting the job done and using punishments. Garrison activities is subdivided into garrison management, or understanding and planning garrison tasks, and garrison supervision, which includes giving instructions, checking on job progress, etc. A miscellaneous area contains questions concerning agency or policy effectiveness.

Procedure

Surveys were administered to personnel during regular duty hours. An hour block was allotted, but average administration time was approximately 20 minutes, plus 10 minutes for instructions. Troops and leaders were always surveyed separately. For 11 of the 15 companies, personnel from the same company only were surveyed together, and in the remaining 4 companies, surveys were administered to personnel from 2 companies combined. Subjects were told responses would be reported only in group form (anonymous in nature) and that results would not be used as an official evaluation of the unit in general or of anyone in particular. Each survey item was answered on a five-point scale with one representing least positive and five representing most positive.

During the month preceding the survey administration, all units were in a garrison environment and were doing approximately the same tasks. Also, all units surveyed were located on the same base. Thus, differences between units surveyed in perceptions of leadership probably could not be attributed to different levels of satisfaction with either tasks recently performed (e.g., training vs. garrison), or to the physical location.

RESULTS

Responses were divided into three categories for analysis: those responses less than the scale midpoint (3), those on the scale midpoint, or those greater than the midpoint. Responses for both troops and leaders were analyzed overall. Leaders' responses were further analyzed by rank, position, time in position, and type of unit. Troop responses were further analyzed by troops' time in location and type of unit. Results will be reviewed in the order outlined above.

Overall Responses

The following section deals with leader and troop overall responses to items. Tables C1 and C2 contain percentages of leader and troop responses less than, on and greater than the midpoint (3) for each item (copies of the surveys are available in Appendix B). An item was considered to show positive perceptions of leadership if 50% or more of the respondents answered greater than 3. Similarly, an item was considered to show deficiencies if 50% or more of the respondents answered less than 3. Table C3 contains a listing of all items by subscale, showing either positive perceptions or perceptions of deficiency.

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Each subscale is organized as follows: positive perceptions by leaders, positive perceptions by troops, perceptions of deficiencies by leaders, and perceptions of deficiencies by troops. A discussion of "positive" and "deficiency" items, by subscale, follows. This discussion is drawn from Table C3.

Training Management. Leaders stated that personnel at all levels understood leaders' training duties (Table C3, Leader Items 1-6). Also, leaders were satisfied with the involvement of leaders from First Sergeant and below in the planning of training (Table C3, Leader Items 17-21). Also, leaders rated battalion staff as giving little guidance on use of training time (Table C3, Leader Item 13).

Troops were neutral (i.e., had no perceptions of either positive areas or deficiencies) in the area of training management (Table C3).

Training Instruction. Troops and leaders agreed that trainers frequently have a good military appearance, communicate well and can answer relevant questions (Table C3, Leader Items 23, 25, 26, and Troop Items 7, 9, 10). Further, leaders rated instructors as frequently appearing committed to instruction, using classroom assistants and using training aids (Table C3, Leader Items 24, 27, 31). Also, troops rated squad or section leaders as frequently critiquing training (Table C3, Troop Item 14).

Leaders rated realism in training as being difficult to obtain and brigade staff as rarely critiquing training (Table C3, Leader Items 32, 35). However, this latter area may not be a true "deficiency" area as leaders below battalion level may not be aware of brigade training inspections.

Management/Interpersonal Skills. Leaders rated personnel at all levels as understanding leaders' troop handling duties (Table C3, Leader Items 41-45). Leaders also rated their own counseling skill highly, and stated they frequently kept their promises (Table C3, Leader Items 46-49, 59). Troops didn't disagree but stated the only person they would be likely to go see over a personal matter would be a "buddy" in the unit; not anyone in the chain of command (Table C3, Troop Item 40). However, troops also stated they would be unlikely to go outside of the unit over a personal matter (Table C3, Troop Item 41).

Overall, troops disagreed with the use cf only one motivator: time off (Table C3, Troop Item 25). This could indicate heavy demands on units, not allowing soldiers sufficient free time.

Maintaining Standards/Discipline. Leaders rated themselves as effective in maintaining standards and stated that inspections, personal counseling, and performance counseling were used the proper amount of time (Table C3, Leader Items 63-65, 68-70). Further, leaders stated punishment was administered fairly in their units, and rated officers and NCOs as supporting each other frequently in disciplinary matters (Table C3, Leader Items 77-78). Troops did not perceive leader behavior in this area as being particularly positive or as showing deficiencies (Table C3).

Garrison Management. Leaders believed personnel at all levels understood leaders' garrison duties well (Table C3, Leader Items 88-99).

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Garrison Supervision. Troops and leaders agreed that garrison supervisors frequently set a time for tasks to be completed and inspected the finished job (Table C3, Leader Items 103, 108, and Troop Items 62, 67). Leaders also stated that supervisors gave troops help with tasks by being available to answer job-related questions and keeping everyone working together as a team (Table C3, Leader Items 105-106). Troops neither denied nor affirmed such help (Table C3).

Miscellaneous. Both troops and leaders rated the time spent in training and garrison as appropriate (Table C3, Leader Items 128, 130, and Troop Items 81, 83). In addition, leaders rated the physical training program as effective, stated their units would do well in an alert, and found the chaplain's office, action line, IG and Finance as meeting soldiers' needs (Table C3, Leader Items 110, 112, 121, 124, 125, 127).

Tables 2 and 3 contain the percentages of items, by subscale, where leaders and troops, respectively, perceived leader behavior to be positive or deficient. Leaders' area of greatest satisfaction appears to be in garrison activities (i.e., garrison management and supervision), while troops' area of most positive perceptions is in training instruction.

Table 2

Leaders

Percentage of positive (i.e., at least 50% of respondents answering >3) and deficient (i.e., at least 50% of respondents answering <3) responses in each subscale.

	% of subscale items that are positive	% of subscale items that are deficient
Training Management	55% (12/22)	5% (1/22)
Training Instruction	33% (6/18)	11% (2/18)
Management/Interpersonal Skills	45% (10/22)	0%
Maintaining Standards/Discipline	52% (13/25)	0%
Garrison Management	92% (12/13)	0%
Garrison Supervision	88% (7/8)	0%
Miscellaneous	39% (9/23)	0%

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Table 3

Troops

Percentage of positive (i.e., at least 50% of respondents answering >3) and deficient (i.e., at least 50% of respondents answering <3) responses in each subscale.

	% of subscale items that are positive	% of subscale items that are deficient
Training Management	0%	0%
Training Instructions	40% (4/10)	0%
Management/Interpersonal Skills	6% (2/31)	3% (1/31)
Maintaining Standards/Discipline	0%	0%
Garrison Activities	25% (2/8)	0%
Miscellaneous	13% (2/16)	0%

However, training instruction appears to be the most deficient area according to leaders' perceptions, while troop handling (i.e., management, interpersonal skills, and maintaining standards/discipline) is the area troops perceived as most deficient.

Results by Rank: Leaders

The following section deals with leaders' responses to items analyzed by rank. An initial inspection of the data suggested that, as a group, E7s, O1s, and O2s (one E8 is included in this group) had a higher percentage of responses above 3 than did E4s, E5s, and E6s.* Thus an analysis combining data for E7s and above vs. E6s and below was performed. There were 63 items to which responses differed significantly ($\underline{P}$ < .05) between the two groups. Responses on each of these 63 items are given in Table C4. Analysis of Table C4 reveals that

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*The number and percentage of each rank in the sample is listed below.

	N	%
E4	53	24
E5	114	51
E6	31	14
E7	13	6
E8	1	--
O1	9	4
O2	3	1

the E7 and above group had a higher percentage of responses over 3 than did the E6 and below group on all (100%) of these 63 items. Also the E7 and above group had a lower percentage of responses under 3 than did the E6 and below group on 95% (60/63) of these items (see Table C4, starred items).

Table 4 contains the percentage of items in each subscale where the E7 and above group had both more positive perceptions of leadership (i.e., a higher percentage of responses over 3) and less negative perceptions of leadership (i.e., a lower percentage of responses under 3). Inspection of Table 4 suggests that this pattern is most pronounced in the troop handling area (i.e., management/interpersonal skills, maintaining standards/discipline).

Table 4

Percentage of items in each scale where E7s and above have a higher percentage of responses over 3 and lower percentage of responses under 3 than E6s and below.

Training Management	(6/22)	27%
Training Instruction	(8/18)	44%
Management/Interpersonal Skills	(14/22)	64%
Maintaining Standards/Discipline	(17/25)	68%
Garrison Management	(5/13)	38%
Garrison Supervision	(4/8)	50%
Miscellaneous	(6/23)	26%

Results by Position: Leaders

The following section deals with leaders' responses to items analyzed by position. There were 22 items which showed statistically significant (P < .05) differences between responses of leaders in different positions. These items are in Table C5. In all 22 of these items platoon level leaders (platoon leaders and platoon sergeants) had a higher percentage of responses above 3 than did squad level leaders (squad leaders and team leaders). That is, if the percentage of responses over 3 were rank ordered from highest to lowest, platoon level leaders would contain the ranks of one and two and squad level leaders would contain the ranks of three and four for all 22 items. Further, for 73% of the items (16/22), there is a steady decline in percentage of responses over 3 from platoon leader through team leader (see Table C5, starred items). That is, for these 16 (starred) items, the rank order of percentage of responses over 3 would be platoon leader (1), platoon sergeant (2), squad leader (3), team leader (4).

The largest differences between positions in percentage of responses over 3 is between platoon and squad levels. On the 22 items listed in Table C5, the average difference in percentage of responses over 3 between platoon leaders and platoon sergeants (i.e., average difference between ranks 1 and 2) was 12%. The average difference in percentage of responses over 3 between squad leaders and team leaders (i.e., average difference between ranks 3 and 4) was 8%. However, the average difference in percentage of responses over 3 between ranks 2 and 3; that is, level of platoon leadership with the lowest percentage of responses over 3 and level of squad leadership with the highest percentage of responses over 3, was 26%.

Table 5 reveals the percentage of items in each subscale where platoon level leaders had a higher percentage of responses over 3 than did squad level leaders. Table 6 shows the percentage of items in each subscale where the percentage of responses over 3 declines consistently from platoon leader through team leader. As with the rank data, both patterns are most pronounced in the area of troop-handling.

Table 5

Percentage of items in each scale where platoon level leaders had a higher percentage of responses over 3 than did squad level leaders.

Training Management		0%
Training Instruction	(1/18)	6%
Management/Interpersonal Skills	(8/22)	36%
Maintaining Standards/Discipline	(7/25)	28%
Garrison Management	(2/13)	15%
Garrison Supervision		0%
Miscellaneous	(4/23)	17%

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Table 6

Percentage of items in each subscale where percentage of responses over 3 declines from Platoon Leader through Team Leader.

Training Management		0%
Training Instruction		0%
Management/Interpersonal Skills	(7/22)	32%
Maintaining Standards/Discipline	(6/25)	24%
Garrison Management	(1/13)	8%
Garrison Activities		0%
Miscellaneous	(2/23)	9%

Results by Time in Position: Leaders

The following section concerns leaders' responses to survey items analyzed by time in position. This was only time in position at their present location. There were 20 items where responses to items varied significantly (P < .05) as a function of leaders' time in position. In 55% (11/20) of these items, leaders in their positions more than 24 months had the largest percentage of responses under 3. These 11 items are listed in Table C6. For an additional eight items or 40% (8/20) of the statistically significant items, those in their position from 19 to 24 months had the largest percentage of responses under 3. These eight items are contained in Table C7. Thus, in 95% (19/20) of all statistically significant items, the category with the highest percentage of responses under 3 was one of the two categories where leaders had been in their positions longer than 18 months.

In contrast to the above pattern, in 60% (12/20) of all the statistically significant items, those in their positions from 4 to 6 months had the largest percentage of responses over 3. These 12 items are starred in Tables C6 and C7.

Table 7 shows the percentage of items in each subscale where the category with the largest percentage of responses under 3 was one of the two categories where leaders had been in their positions over 18 months. Table 7 also displays the percentage of items in each subscale where leaders in their current position from 4 to 6 months have the highest percentage of responses over 3. The area of leadership which seems to be most sensitive to leaders' time in position is training (i.e., training management and training instruction).

Table 7

Percentage of subscale items where those in position over 18 months have the
largest percentage of responses under 3.

	19-24 months	Over 24 months
Training Management	9% (2/22)	5% (1/22)
Training Instruction	0%	28% (5/18)
Management/Interpersonal Skills	5% (1/22)	0%
Maintaining Standards/Discipline	0%	8% (2/25)
Garrison Management	15% (2/13)	8% (1/13)
Garrison Supervision	0%	0%
Miscellaneous	13% (3/23)	9% (2/23)

Percentage of subscale items where those in position 4 to 6 months have the
largest percentage of responses over 3.

Training Management	9% (2/22)
Training Instruction	28% (5/18)
Management/Interpersonal Skills	5% (1/22)
Maintaining Standards/Discipline	0%
Garrison Management	15% (2/13)
Garrison Supervision	0%
Miscellaneous	9% (2/23)

Results by Type of Unit: Leaders

The following section discusses leaders' responses by type of unit. There
were 24 items to which leader responses varied significantly ($P < .05$) between
units of different types. In 58% of these items (14/24), headquarters leaders
had the largest percentage of responses under 3, while combat support leaders
had the smallest percentage of responses under 3. Responses to these 15 items
are listed in Table C8.

Table 8 lists the percentage of items in each subscale where headquarters leaders had the largest percentage of responses under 3 and combat support leaders had the smallest percentage of responses under 3. This pattern is reasonably well spread across all subscales but is most pronounced (percentage-wise) in the garrison supervision subscale.

Table 8

Percentage of items in each subscale where HHC Leaders had the highest percentage of responses under 3 and CSC Leaders had the lowest percentage of responses under 3.

Training Management	9% (2/22)
Training Instruction	11% (2/18)
Management/Interpersonal Skills	5% (1/22)
Maintaining Standards/Discipline	12% (3/25)
Garrison Management	15% (2/13)
Garrison Supervision	25% (2/8)
Miscellaneous	9% (2/23)

Results by Time in Command: Troops

The following section discusses responses to items analyzed by the amount of time troops had spent in the command. There were 26 items where troops' responses differed significantly ($\underline{P} < .05$) as a function of the time troops had spent in the command. Of these, in 65% (17/26) of the items, soldiers in the command from 0 to 3 months had the lowest percentage of responses under 3, while soldiers in the command over 24 months had the highest percentage of responses under 3. Responses to these items are listed in Table C9.

Table 9 reveals the percentage of items in each subscale where troops in the command less than 4 months had the lowest percentage of responses under 3 and troops in the command over 24 months had the largest percentage of responses under 3. Time in command appears to have the most effect on perceptions of leaders' troop handling skills (i.e., management/interpersonal skills, maintaining standards/discipline). However, garrison supervision is affected as well.

Results by Type of Unit: Troops

The next section describes troops' perceptions of leadership analyzed by type of unit. There were 16 items to which responses differed significantly ($\underline{P} < .05$) as a function of troops' type of unit. In 63% (10/16) of these items, combat support troops had the highest percentage of responses under 3. Responses to these 10 items are contained in Table C10. In a separate six items,

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or 38% (6/16) of the statistically significant items, headquarters troops had the largest percentage of responses under 3. Responses to these six items are contained in Table C11.

Table 9

Percentage of items in each subscale where troops in the command less than 4 months have the lowest percentage of responses under 3 and troops in the command over 24 months have the highest percentage of responses under 3.

Training Managemenet	0%
Training Instruction	0%
Management/Interpersonal Skills	23% (7/31)
Maintaining Standards/Discipline	38% (5/13)
Garrison Activities	25% (2/8)
Miscellaneous	19% (3/16)

Table 10 shows the percentage of items in each subscale where either combat support or headquarters units had the largest percentage of responses under 3. It appears that combat support units had the largest percentage of responses under 3 on items primarily in the training management and management/interpersonal skills subscales, while headquarters units had the largest percentage of responses under 3 primarily on items in the training instruction and maintaining standards/discipline subscales.

Table 10

Percentage of items in each subscale where CSC or HHC units had the largest percentage of responses under 3.

	CSC	HHC
Training Management	60% (3/5)	0%
Training Instruction	0%	30% (3/10)
Management/Interpersonal Skills	13% (4/31)	0%
Maintaining Standards/Discipline	8% (1/13)	23% (3/13)
Garrison Activities	0%	0%
Miscellaneous	13% (2/16)	0%

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DISCUSSION

Concerning the three major areas of company level leadership, as outlined by the model, (i.e., training, troop handling, and garrison activities) the following can be concluded from the overall data for leaders and troops. Except for the amount of guidance on use of training time and realism in training, both leaders and troops seemed to be satisfied with training. Leaders were satisfied with the counseling skills, maintenance of standards, and use of punishment in their units. Except for troops' disagreement with time off, both leaders and troops were quite neutral about use of rewards in their units. Leaders and troops were in agreement that troops were told when garrison tasks were to be finished and were told how well the job was done.

Thus for the overall data, the responses of leaders and troops were surprisingly positive. There were few items showing deficiencies for troops or leaders and many positive areas for leaders. It should be pointed out that the great majority of leaders (74%) responding on this survey were not officers or senior NCOs, but E4s and E5s (see Table 1). However, one noteworthy point is that neither troops nor leaders had any positive perceptions concerning use of rewards (although there was only one item where a deficiency in leadership was perceived by troops) indicating that rewards were not used to the great satisfaction of either leaders or troops. Thus, perhaps use of more small rewards at company level (e.g., 3-day passes) should be investigated.

The results of leader responses analyzed by both rank and position show large differences in perceptions of leadership between squad and platoon level leaders. Further, Tables 4, 5, and 6 show that these differences are mainly in the area of troop handling (i.e., management, interpersonal skills, maintaining standards/discipline). An inspection of items in two of the subscales (Tables C4 and C5) reveals that the disagreement centers on use of rewards (Table C4, Items 50-55, 57 and Table C5, Items 50-51, 53-54, 57), use of punishments (Table C4, Items 71, 73, 77-78 and Table C5, Items 73, 77), maintaining standards (Table C4, Items 63-64, 66-71, and Table C5, Items 64, 67), and the understanding of the respondents' troop handling duties by personnel at various levels (Table C4, Items 41-43 and Table C5, Items 41-43). These differences in perceptions could impact on unit morale.

These differences, especially in the area of rewards and punishments, could be due to the fact that squad level leaders are "closer" to the troops than are platoon level leaders, both in terms of daily contact and time since they were "in troops' shoes." Thus when rewards or punishments are handed out, it would be natural for the squad level leaders to respond more like troops and, hence, less positively than platoon level leaders. Another possible cause of these results could be that decisions concerning troop handling may be made without sufficient consultation with lower level leaders, who then do not understand the basis on which the actions are taken and hence do not see them as fair. Whatever the cause, it seems that these differences in perceptions of leadership in the area of troop handling should be discussed by squad level and platoon level leaders. Perhaps discussing the reasons for these differences in perceptions could be carried out in the framework of the NCO professionalism program. Also, attention should be given to routine discussion of proposed personnel actions and the reasons for them between platoon and squad level leaders.

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For leaders, it seems that spending more than 18 months in one position (in one location) related to perceptions of more deficient leadership, especially in the area of training. Perhaps, after 18 months in position, leaders believe they know their position, are ready to move on, and feel frustrated when then cannot. Perhaps the area of training is most affected, because after 18 months the same training has been repeated numerous times and leaders become bored with it.

Leaders show the most positive attitudes toward leadership when they have been in a new position from 4 to 6 months. Perhaps this is because they have had enough time to acclimate to their new position, but not enough time to become bored with it.

Perhaps rotating leaders between squads or platoons would eliminate the increased perceptions of deficiencies in leadership with time. However, before any action is taken, the gains in positive perceptions of leadership should be weighed against the possible losses to unit effectiveness caused by frequent turnover in leadership.

Troops come into the command with few perceptions (or expectations) of deficiencies in leadership, which increases slightly and then fluctuates between 4 and 24 months, and then increases again, especially in the area of counseling (Table C9, Items 17, 19, 20), use of rewards (Table C9, Items 27, 28, 31), and use of punishment (Table C9, Items 58, 59). The fact that this is not a steady increase, but rather an increase after 24 months, could indicate that troops are tired of an overseas location after 24 months and this attitude influences perceptions of leadership. That is, if the actual poor distribution of rewards, punishments, and counseling was the reason for the increased perceptions of deficiencies, one would expect to see a more continuous drop after troops were in the area long enough to observe leaders' troop handling abilities. However, by the same token, the increase in perceptions of deficiencies in leadership after 3 months in the command indicates that troops' initial expectations of leadership were not fully confirmed.

Thus for both leaders and troops, time in one's position or location influenced perceptions of leadership. The fact that perceptions of leadership were not negative after a short time in one's current position or location indicates that personnel did not begin their assignments with negative perceptions of leaders. However, more negative perceptions developed over time. However, it is difficult to say what should be done about these trends, beyond making personnel aware of these tendencies. That is, the benefits in more positive perceptions of leaders needs to be weighed against other factors before a conclusion on the wisdom of more frequent rotation of personnel can be drawn.

Analysis of leaders' responses by unit type reveals that headquarters leaders perceived the most deficiencies in leadership, while combat support leaders perceived the fewest deficiencies (see Tables C10 and C11). This seems to be spread out over all scales. One interpretation of the headquarters leaders' perceptions of deficiencies could be that since headquarters leaders work in other jobs all day, any duties as team or squad leader would have to be done "after hours" and hence cut into time leaders view as their own. That is, in a headquarters unit, leaders have two jobs; one during the day, and their regular leadership position, while line or combat support leaders have only one position. In interviews, headquarters leaders tended to confirm this interpretation.

Combat support leaders' perceptions of fewer deficiencies could be due to the more decentralized nature of these units. That is, in a CSC unit platoons function more autonomously than in line units, and lower level leaders would be likely to have more influence over every day activities.

For troops, in all 16 items where responses differed significantly as a function of troops' type of unit, "non-line" units perceived the most deficiencies in leadership. Table 10 suggests that the areas in which "non-line" units perceived the most deficiencies were training (training management and training instruction) and troop handling (management/interpersonal skills and maintaining standards/discipline).

It is difficult to explain why, compared to other units, leaders' perceptions of leadership were more positive in combat support units, while troops' perceptions of leadership in these units were more negative. However, the fact that, compared to other units, both leaders and troops from headquarters units had more negative perceptions of leadership, is more easily explained. Many leaders and troops in headquarters units have two supervisors; a person external to the unit (e.g., battalion staff officer) during the duty day, and a member of the headquarters leadership chain after duty hours. Also, both leaders and troops from headquarters units have two jobs; their regular job during the duty day and supervising (for leaders) or performing (for troops) garrison activities (e.g., cleaning barracks for an IG inspection) after duty hours. Thus, given that both leaders and troops have dual chains of command and dual workloads it is not surprising that perceptions of leadership are more negative. Balancing the demands of two different leaders assigning different tasks is bound to be difficult. Also, perhaps troops had negative perceptions of leadership in the area of training and discipline because leaders did not provide the guidance necessary to troops since the only time leaders had to work with their subordinates was after duty hours.

Perhaps consideration should be given (especially during times when the workload is heavy, as in preparing for inspections, etc.) to opening channels of communication between the two chains of command so that both can be aware of the demands on subordinates' time. Perhaps then some compromises beneficial to both missions could be reached.

In conclusion, this report discussed some potential problems that should be considered relating to perceptions of leadership. Perceptions concerning use of rewards by all personnel are neutral to negative. Platoon level leaders are more positive about leadership climate than are squad level leaders. Time spent in a particular position or location influences perceptions of leadership. Also, headquarters personnel tend to have more negative perceptions of unit leadership climate. It may be wise to examine the validity of the explanations given in this paper for these findings, since once the reasons behind these findings are identified, steps can be taken to improve perceptions of leadership, and hence morale, within units.

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APPENDIX A

ORIGINAL INSTRUMENT

LEADER SURVEY

US Army Research Institute
Field Unit, USAREUR

June 1977

LEADERSHIP SURVEY

INTRODUCTION

This survey is part of a research project sponsored by the USAREUR NCO Professionalism Steering Committee. The goal of this research is to provide units with a means of studying the functioning of their NCOs; of identifying areas that need improvement and of planning corrective actions.

Your responses on the questionnaire will remain confidential. Only summarized results, omitting names will be given to military personnel. Your name is being requested so that the research team can contact you for possible follow-up interviews.

This is a survey of the chain of command for the chain of command. The questions mostly deal with the behavior of leaders within the battalion. Many of these questions and the issues that they address were developed with the senior-ranking officers and NCOs of this battalion as part of a self-improvement effort. It is not an evaluation by higher headquarters. Each company commander and first sergeant will receive the results summarized for their particular unit. The battalion commanders and CSM will receive the results summarized for the whole battalion. The results in that form will go no further. The results of questions concerning the Brigade will be given the Brigade Commander and CSM when all the other battalions have been surveyed.

Please be as frank, fair and honest as possible.

1. Do you have a good understanding of your job in the following areas?

		Very Good		OK		Very Poor
a.	In tactical training and instruction	a	b	c	d	e
b.	In counselling/disciplining/ handling administrative and personal matters of SM	a	b	c	d	e
c.	In the management and supervision of garrison support activities (e.g. guard and details)	a	b	c	d	e

2. Assess the understanding of your job by the following personnel in your chain of command.

a. Your job in tactical training and instruction.

		Very Good		OK		Very Poor	Don't Know
1.	The Bde Cdr and staff's understanding	a	b	c	d	e	
2.	The Bn Cdr and staff's understanding	a	b	c	d	e	
3.	The Co Cdr's understanding	a	b	c	d	e	
4.	The ISG's understanding	a	b	c	d	e	
5.	The Plt Ldrs' understanding	a	b	c	d	e	
6.	The PSG's understanding	a	b	c	d	e	
7.	The Sq/Sec ldr's understanding	a	b	c	d	e	
8.	The troop's understanding	a	b	c	d	e	

b Your job in counselling/disciplinary/handling administrative and personal matters of SM

		Very Good		OK		Very Poor	
1.	The Bde Cdr and staff's understanding	a	b	c	d	e	
2.	The Bn Cdr and staff's understanding	a	b	c	d	e	

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		Very Good			OK			Very Poor	Don't Know

3.	The Co Cdr's understanding	a	b	c	d	e
4.	The ISG's understanding	a	b	c	d	e
5.	The Plt ldr's understanding	a	b	c	d	e
6.	The PSG's understanding	a	b	c	d	e
7.	The Sq/Sec ldr's under-standing	a	b	c	d	e
8.	The troops' understanding	a	b	c	d	e

c. Your job in the management and supervision of garrison support activities (e.g. guard and details).

1.	The Bde Cdr and staff's understanding	a	b	c	d	e
2.	The Bn Cdr and staff's understanding	a	b	c	d	e
3.	The Co Cdr's understanding	a	b	c	d	e
4.	The ISG's understanding	a	b	c	d	e
5.	The Plt ldrs' understanding	a	b	c	d	e
6.	The PSG's understanding	a	b	c	d	e
7.	The Sq/Sec ldrs' under-standing	a	b	c	d	e
8.	The troops' understanding	a	b	c	d	e

At the present time, I have been provided by those for whom I work, a good understanding of "where I stand" in performing my job/meeting others' expectations on the job.

```
     a            b            c            d            e
strongly                 neither agree              strongly
agree                         nor                   disagree
                           disagree
```

25

4. I believe that I should receive a better understanding of "where I stand" from my _____. Check the TOE position of the person or persons from whom you believe you should receive a better understanding. (Use comment sheet).

     a _____ Bn Cdr

     b _____ Co Cdr

     c _____ ISG

     d _____ Plat ldr(s)

     e _____ PSG(s)

     f _____ Sq/Sec ldr(s)

     g _____ Troops

5. I receive _____ feedback on my strong points.

a	b	c	d	e
Too much		Just right		Too Little

6. I receive _____ feedback on the areas that I need to improve.

a	b	c	d	e
Too much		Just right		Too Little

7. The feedback that I receive identifies specific actions and behaviors to be changed.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

8. The feedback that I receive tells me how to improve/change my performance.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

9. I am given the opportunity (e.g. a second chance, a set timeframe) to change/improve my performance.

a	b	c	d	e

Very
Frequently   Sometimes   Very
Rarely

10. My progress in changing/improving my performance is recognized by individuals who counsel me.

a	b	c	d	e

Very
Frequently   Sometimes   Very
Rarely

11. I receive assistance from others in learning how to do my job better.

a	b	c	d	e

Strongly   Neither Agree   Strongly
Agree   nor Disagree   Disagree

12. I am allowed to learn from my mistakes without a strong negative reaction.

a	b	c	d	e

Strongly   Neither Agree   Strongly
Agree   nor Disagree   Disagree

13. In my opinion, the amount and quality of tactical training and instruction in this unit has lead to the following outcomes.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. To effective performance in the field.	a	b	c	d	e
b. To probable success in major training tests (e.g. EIB, ARTEP, SQT)	a	b	c	d	e
c. To a positive attitude of soldiers toward training	a	b	c	d	e

14. How frequently do instructors/trainers meet the following criteria:

	Very Frequently		Sometimes	Very Rarely	Don't Know
a. Have a good military appearance	a	b	c	d	e

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	Very Frequently		Sometimes	Very Rarely	Don't Know
b. Appear committed to the task of instruction	a	b	c	d	
c. Communicate at a level that can be generally understood	a	b	c	d	
d. Able to answer questions about the area of instruction	a	b	c	d	
e. Able to maintain discipline	a	b	c	d	
f. Able to maintain interest	a	b	c	d	

15. In my opinion, shortfalls in the above areas are most commonly due to ____ (check appropriate reason(s) on answer sheet).

a ____ lack of time to prepare adequately for training/instruction

b ____ failure on the part of instructors to research adequately

c ____ a lack of instructor skills among NCOs

d ____ a lack of a positive attitude toward instruction/training by the instructor or trainer

16. How frequently does training/instruction meet the following criteria:

	Very Frequently		Sometimes	Very Rarely	Don't Know
a. Major and intermediate objectives are set	a	b	c	d	
b. Methods of measuring soldiers' progress in meeting objectives are used during the training or instruction	a	b	c	d	
c. There is a final evaluation of the soldiers' performance	a	b	c	d	
d. The training/class is critiqued by instructor after the presentation	a	b	c	d	
e. Training aids are well utilized	a	b	c	d	
f. Realism is given serious consideration	a	b	c	d	
g. Remedial/advanced training is planned	a	b	c	d	

17. How frequently do training activities conclude with a review of the tactical plan and the training unit's performance.

a	b	c	d	e	
Very Frequently		Sometimes		Very Rarely	Don't Know

18. How frequently are _____ actually involved in the critique of the tactical exercises.

		Very Frequently		Sometimes	Very Rarely	Don't Know
a.	Bn Cdr	a	b	c	d	
b.	Bn CSM	a	b	c	d	
c.	Co Cdr	a	b	c	d	
d.	ISG	a	b	c	d	
e.	Plt ldr	a	b	c	d	
f.	PSG	a	b	c	d	
g.	Sq/Sec ldr	a	b	c	d	
h.	Troops	a	b	c	d	

19. Are instructors'/trainers' lesson plans/training scenarios reviewed by senior NCOs before their presentation.

a	b	c	d	e	
Very Frequently		Sometimes		Very Rarely	Don't Know

20. Do instructors' rehearse their instructions in front of other NCOs

a	b	c	d	e	
Very Frequently		Sometimes		Very Rarely	Don't Know

21. Are instructors/trainers critiqued by senior NCOs after presentation.

a	b	c	d	e	
Very Frequently		Sometimes		Very Rarely	Don't Know

22. In my opinion, the reason(s) why these critiques and reviews do not commonly occur, are: (Check appropriate reason(s) on answer sheet)

a ____ a lack of time for the above activities to occur

b ____ a lack of skill among NCOs to perform the above reviews and critiques well

c ____ a lack of a positive attitude toward the above activities by senior NCOs

23. To what extent are confidence-building activities such as conducting drill and ceremonies, leading PT, used sufficiently to prepare NCOs for the task of instruction.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

24. During training exercises, to what extent do NCOs work to identify problems that troops have in following the tactical directions of officers and provide on-the-spot remedial training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

25. To what extent is time utilized to give training during unscheduled or unexpected time.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

26. To what extent are firm training schedules established and instructor arrangements made so that there is sufficient time to prepare for instruction.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

27. To what extent are discussions concerning the location of training and the availability of equipment/personnel made so that assigned instructors can develop appropriate training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

28. To what extent are attempts made to insure that all those and only those who need training are made available.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

29. To what extent do instructors/trainers have sufficient _____.

		To a Very Great Extent		To Some Extent		To a Very Little Extent
a.	Training guidance to use training time well	a	b	c	d	e
b.	Technical knowledge to perform their job	a	b	c	d	e
c.	Control over resources (people time, equipment)	a	b	c	d	e
d.	Constructive criticism needed to improve their performance	a	b	c	d	e

30. How much involvement do the following have in the planning of training.

		Too Much		Just right		Too Little	Don't Know
a.	Bn Cdr	a	b	c	d	e	
b.	Co Cdr	a	b	c	d	e	
c.	FSG	a	b	c	d	e	
d.	Plt ldr	a	b	c	d	e	
e.	PSG	a	b	c	d	e	
f.	Sq/Sec ldr	a	b	c	d	e	
g.	Fire team ldr	a	b	c	d	e	
h.	Troops	a	b	c	d	e	
i.	You	a	b	c	d	e	

31. Assess the amount of time spent training as a _____.

		Too Much		Just Right		Too Little	Don't Know
a.	Individual soldier	a	b	c	d	e	
b.	Squad/section	a	b	c	d	e	
c.	Platoon	a	b	c	d	e	
d.	Company	a	b	c	d	e	
e.	Battalion	a	b	c	d	e	

32. To what extent is the following time used effectively.

		To a Very Great Extent		To Some Extent		To a Very Little Extent	Don't Know
a.	Individual soldier training time	a	b	c	d	e	
b.	Squad/section training time	a	b	c	d	, e	
c.	Platoon training time	a	b	c	d	e	
d.	Company training time	a	b	c	d	e	
e.	Battalion training time	a	b	c	d	e	

33. Assess the amount of time that is spent training as a requirement of the following levels.

		Too Much		Just Right		Too Little	Don't Know
a.	Platoon	a	b	c	d	e	
b.	Company	a	b	c	d	e	
c.	Battalion	a	b	c	d	e	
d.	Brigade	a	b	c	d	e	
e.	Higher levels	a	b	c	d	e	

34. To what extent does the present pyhsical fitness program lead to a combat ready unit.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

35. In what ways could it be improved. (Use comment sheet).

_____

_____

_____

36. To what extent, do you have sufficient opportunities to train and instruct.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

37. How effectively are leadership and disciplinary techniques used to maintain the following standards among subordinates.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Military appearance	a	b	c	d	e
b. Adherence to military laws	a	b	c	d	e
c. Military courtesy and conduct	a	b	c	d	e
c. Clean and serviceable equipment	a	b	c	d	e

38. There is general agreement concerning the above standards among those in the chain of command.

a	b	c	d	e

Strongly
Agree

Neither agree
nor Disagree

Strongly
Disagree

39. Below is a list of methods used to maintain the standards listed in question 37. Indicate the degree to which each method is used sufficiently to maintain those standards.

		Too Much		Just Right		Too Little	Don't Know
a.	Setting the example	a	b	c	d	e	
b.	Informal recognition	a	b	c	d	e	
c.	Formal recognition	a	b	c	d	e	
d.	Inspections	a	b	c	d	e	
e.	A regular system of performance counselling	a	b	c	d	e	
f.	Remedial training	a	b	c	d	e	
g.	Showing leniency (saving a guy and thereby motivating him to perform better)	a	b	c	d	e	
h.	Informal counselling (e.g. on-the-spot correction)	a	b	c	d	e	
i.	Formal counselling (e.g. counselling statements)	a	b	c	d	e	
j.	Transfer to other squads/ sections/ platoons	a	b	c	d	e	
k.	Pulling a pass	a	b	c	d	e	
l.	Written and verbal reprimands	a	b	c	d	e	
m.	Bars-to-reenlistment	a	b	c	d	e	
n.	Article 15's	a	b	c	d	e	
o.	Disapproval of requests for extension	a	b	c	d	e	
p.	Shipment to the zone	a	b	c	d	e	
q.	Courts Martial	a	b	c	d	e	
r.	CCF	a	b	c	d	e	

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40. To what extent are informal and formal punishment distributed farily.

```
        a    |    b    |    c    |    d    |        e
   To a very            To some               To a very
   great extent         extent                little extent
```

41. When you make recommendations concerning the following actions to your superiors, do you think that your opinions are given sufficient weight.

		Very Frequently		Sometimes		Very Rarely
a.	Formal recognition	a	b	c	d	e
b.	Remedial training	a	b	c	d	e
c.	Showing leniency	a	b	c	d	e
d.	Formal counselling	a	b	c	d	e
e.	Transfer to other squads/ sections/platoons	a	b	c	d	e
f.	Pulling a pass	a	b	c	d	e
g.	Written /verbal reprimands	a	b	c	d	e
h.	Bars to reenlistment	a	b	c	d	e
i.	Article 15's	a	b	c	d	e
j.	Disapproval of requests for extensions	a	b	c	d	e
k.	Shipment to the zone	a	b	c	d	e
l.	Courts Martial	a	b	c	d	e
m.	CCF	a	b	c	d	e

42. Officers and NCOs generally support one another in the above matters.

```
       a    |    b    |    c    |    d    |    e
   Strongly            Neither agree        Strongly
   Agree               nor Disagree         Disagree
```

43. To what extent is the opinion of the individual being disciplined given sufficient weight.

```
        a    |    b    |    c    |    d    |        e
   To a very            To some               To a very
   great extent         extent        35      little extent
```

44. One of the goals of the agencies listed below is to assist the chain of command in matters involving troop attitudes and conduct. To what extent do you think that they are managed in a way that supports the chain of command.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. JAG	a	b	c	d	e
e. School of Standards	a	b	c	d	e

45. How should they be managed differently in order to support the chain of command better. (Use comment sheet).

46. To what extent does the chain of command utilize these agencies properly.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. JAG	a	b	c	d	e
e. School of Standards	a	b	c	d	e

47. To what extent are the following effective in meeting their goals.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. CDAAC	a	b	c	d	e
b. RREO	a	b	c	d	e
c. Chaplain's office	a	b	c	d	e
d. School of Standards	a	b	c	d	e

48. How can any of the above be improved (Use comment sheet).

49. How effective is the chain of command in maintaining the following outcomes.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Good morale	a	b	c	d	e
b. Rewarding good performance	a	b	c	d	e
c. Maintain a climate (attitude) of concern for SM	a	b	c	d	e

50. Below is a list of methods used to maintain the outcomes identified in question 49. Indicate the degree to which each method is used sufficiently to maintain those outcomes.

	Too Much		Just Right		Too Little	Don't Know
a. Treatment of individuals with respect	a	b	c	d	e	
b. Praise	a	b	c	d	e	
c. Public recognition (e.g. company formation to recognize accomplishments)	a	b	c	d	e	
d. Formal recognition (letters of commendation, achievement)	a	b	c	d	e	
e. Awards and decorations	a	b	c	d	e	
f. Home-town new release	a	b	c	d	e	
g. Time off (training holiday; reenlistment holidays, etc)	a	b	c	d	e	
h. Accurate EERs	a	b	c	d	e	
i. Recommendations for promotion	a	b	c	d	e	
j. Social activities	a	b	c	d	e	
k. RAP sessions	a	b	c	d	e	
l. Civilian education	a	b	c	d	e	

		Too Much		Just Right		Too Little		Don't Know
m.	Maintaining unit common areas in good condition	a	b	c	d	e		
n.	Exemptions from inspection	a	b	c	d	e		

51. To what extent are informal and formal rewards distributed fairly.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

52. When you make recommendations concerning the following actions, do
you think that your opinion is given sufficient weight.

		Very Frequently		Sometimes		Very Rarely
a.	Formal recognition	a	b	c	d	e
b.	Awards and decorations	a	b	c	d	e
c.	Time off	a	b	c	d	e
d.	Accurate EERs	a	b	c	d	e
e.	Recommendations for promotion	a	b	c	d	e
f.	Social activities	a	b	c	d	e
g.	Exemptions from inspections	a	b	c	d	e

53. The open-door policy, Dial Action and IG are means used to maintain
morale and react to problems. Do you believe that they are run in a way
that does not undermine the chain of command.

		To a Very Great Extent		To Some Extent		To a Very Little Extent
a.	Open-door policy	a	b	c	d	e
b.	Dial Action	a	b	c	d	e
c.	IG	a	b	c	d	e

4. How would you change the way that they are run? (Put answer on comment sheet).

55. How effective are the following in maintaining morale and reacting to SM problems

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. Open-door policy	a	b	c	d	e
b. Dial Action	a	b	c	d	e
c. IG	a	b	c	d	e

56. Do you have sufficient knowledge on current policies, programs and benefits in order to explain those issues accurately to SM.

a	b	c	d	e
Too Much		Just Right		Too Little

57. Do you have sufficient updates on current policies, programs and benefits in order to explain those issues accurately to SM

a	b	c	d	e
Too Much		Just Right		Too Little
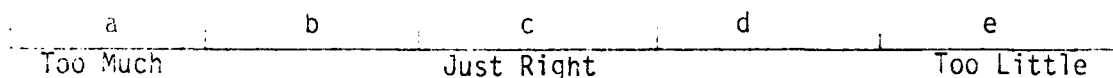
58. Do you have sufficient contact with or exposure to experts/staff members in the area of finance/pay to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little
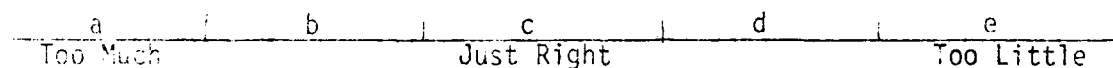
59. Do you have sufficient contact with or exposure to experts/staff members in the area of legal matters to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little
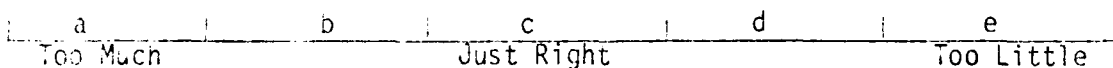
60. Do you have sufficient contact with or exposure to experts/staff members in the area of promotion/reenlistment to be of assistance to SM.

a	b	c	d	e
Too Much		Just Right		Too Little
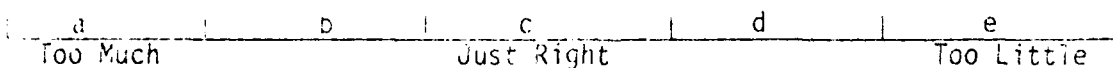
61. Do you end up making promises to SM and then not being able to deliver on them.

a	b	c	d	e
Very Frequently		Sometimes		Very Rarely

39
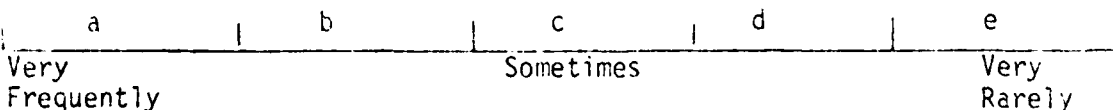
62. In your opinion why does the above occur? (Place your answer on the comment sheet).

63. Indicate on the comment sheet the type of EM problems that you are presently handling that you believe should be handled by subordinate leaders. SM problems car be inappropriately referred up to you for various reasons. Some possible reasons are given below. Along with the problem description, indicate the reason(s) that you receive inappropriate referrals by placing the reason number(s) after the problem(s) that you list on the comment sheet.

Reason 1. Lack of counselling skills among subordinate leaders to handle the problems.

Reason 2. Failures on the part of subordinate leaders to understand their responsibilities in this problem area.

Reason 3. In attitude among subordinate leaders that causes them to pass the buck in this problem area.

Reason 4. Lack of appropriate authority at subordinate levels in this problem area.

Reason 5. Lack of information among subordinate leaders about policies and procedures that address the problem.

Reason 6. Conflicting policies and procedures that address the problem.

Reason 7. SM's lack of confidence in subordinate leaders' in this problem area.

Reason 8. "Need to know" pressures from your superiors in the problem area.

64. Do you feel that you are given opportunity to handle the personal problems of your subordinates before superiors become involved.

a	b	c	d	e
Too much		Just Right		Too Little

65. Listed below are some reasons for your not handling certain problems Indicate the problem(s) below that you feel that you should handle on the comment sheet. Then, indicate the reason for the shortfall.

Reason 1. I lack information in this problem area.

Reason 2. I lack the authority in this problem area.

Reason 3. I lack the time to handle this problem.

Reason 4. I lack the skills to handle this problem.

Reason 5. My superiors are over-involved or over react to this problem.

66. Failures to follow through on some matters or delayed responses may effect the morale of individual(s) involved or their perception that the chain of command is concerned. To what degree do you believe that following are responsive to/react to matters of personal importance to SM.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
1. Those at one level above you in the chain of command	a	b	c	d	e
2. Those at two levels above you in the chain of command	a	b	c	d	e
3. Those at three levels above you in the chain of command	a	b	c	d	e
4. Those in company-level staff positions	a	b	c	d	e
5. Those in battalion-level staff positions	a	b	c	d	e
6. Those in brigade-level staff positions	a	b	c	d	e

67. What matters are presently being handled by officers that should be handled by NCOs (use comment sheet).

68. What matters are presently being handled by NCOs that should be handled by officers (use comment sheet).

69. What matters are both Officers and NCOs failing to handle (use comment sheet)

70. How frequently do you attend company-level meetings of NCOs.

a. ____ twice a week or more

b. ____ once a week

c. ____ once every two weeks

d. ____ once a month

e. ____ less frequently than once a month

f. ____ never

41

71. How well are these meetings run?

```
|_____a___|___b___|____c____|___d___|____e____|_____|
 Very               OK                Very              Don't
 Good                                 Poor              Know
```

72. To what extent do you believe that these meeting led to ____?

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. A more effective unit	a	b	c	d	e
b. Improved unit morale	a	b	c	d	e
c. Improved esprit among NCOs	a	b	c	d	e

73. How effective are the managers and supervisors of this unit's garrison type activities in obtaining the following outcome.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Manage tasks in a way that accomplishes the tasks and maintains morale	a	b	c	d	e
b. Manage tasks in a way that develops the judgment of junior leaders	a	b	c	d	e
c. Manage tasks in a way that develops the skills of SM	a	b	c	d	e

74. To what extent do the immediate supervisors of garrison-type work activities (e.g. guard and details)meet the following criteria.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
1. Provide clear instructions	a	b	c	d	e
2. If appropriate, explain how the activity fits in the over-all unit mission	a	b	c	d	e
3. Set a time by which the task is to be completed	a	b	c	d	e

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			To a Very Great Extent		To Some Extent		To a Very Little Extent
4.	Use authority appropriately that is, do not overutilize or be afraid to use their authority.		a	b	c	d	e
5.	Provide workers some latitude or freedom in performing their job.		a	b	c	d	e
6.	Are available to answer questions and solve work-related problems.		a	b	c	d	e
7.	Keep everyone working as a team.		a	b	c	d	e
8.	Evaluate progress in getting the job done.		a	b	c	d	e
9.	Inspect the outcome of the work effort.		a	b	c	d	e

75. To what extent do supervisors receive sufficient performance counselling to improve their performance as supervisors.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

76. To what extent are leaders allowed to work at higher levels to enhance their effectiveness.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

77. To what extent are leaders allowed to rotate jobs/duties/responsibilities to enhance their effectiveness.

a	b	c	d	e	
To a very great extent		To some extent		To a very little extent	Don't Know

78. To what extent are you given sufficient "lead time" to plan the work activities of your subordinates.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

79. To what extent are you given sufficient understanding of priorities in order to plan the work activities of your subordinates.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

80. To what extent are you made aware of activities of higher levels that may involve your people in order to modify your plans.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

81. To what extent are you given sufficient control over people and time to complete the tasks assigned to you.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

82. To what extent are you given a sufficient understanding of how your task fits in the over-all unit mission.

a	b	c	d	e

To a very
great extent

To some
extent

To a very
little extent

83. Assess the amount of time spent in each phase of the blocking system.

	Too Much		Just Right		Too Little
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Detail phase	a	b	c	d	e

84. Assess how effectively time is utilized in each phase in meeting the goal(s) of that phase.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Guard & detail phase	a	b	c	d	e

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85. The blocking system is too rigidly adhered to.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

86. The best thing about the blocking system is

(Put answer on comment sheet)

_____

_____

_____

_____

87. The worst thing about the blocking system is

(Put answer on comment sheet)

_____

_____

_____

_____

L, S,

COMMENTS:

Q. 4. ____ Bn. Cdr. ____ Co Cdr ____ 1SG ____ Plt Ldr(s) ____ PSG(s)

____ Sq/Sec Ldr ____ Troops

Q. 35. _____

_____

_____

Q. 45. _____

_____

_____

_____

_____

Q. 48. _____

_____

_____

_____

_____

_____

Q. 54. _____

_____

Q. 62. _____

_____

_____

_____

Q. 63. a. problem _____

_____

_____

Reason number(s) _____

FOR CSCO USE ONLY:

L - CO		SEQUENCE NUMBER		

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COMMENTS:

b. problem _____

_____

_____

Reason number(s) _____

c. problem _____

_____

_____

Reason number(s) _____

d. problem _____

_____

_____

Reason number(s) _____

Q. 06. a. problem _____

_____

_____

Reason Number(s) _____

b. problem _____

_____

_____

Reason number(s) _____

c. problem _____

_____

Reason number(s) _____

_____

FOR CSCO USE ONLY:

L - CD   SEQUENCE NUMBER

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET (USAREUR Reg 600-6)	REPORTS CONTROL SYMBOL: AEAGA-503

COMMENTS:

    d. problem _____

_____

_____

Reason number(s) _____

Q. 67. _____

_____

_____

_____

Q. 68. _____

_____

_____

_____

Q. 69. _____

_____

_____

_____

Q. 86. _____

_____

_____

_____

Q. 87. _____

_____

_____

_____

FOR CSCO USE ONLY:

L-CD	SEQUENCE NUMBER			

APPENDIX A (Continued)

49

TROOP SURVEY

US Army Research Institute
Field Unit, USAREUR

June 1977

TROOP SURVEY

INTRODUCTION

This survey is part of a research project sponsored by the USAREUR NCO Professionalism Steering Committee. The goal of this research is to provide units with a means of studying the functioning of their NCOs; of identifying areas that need improvement and of planning corrective actions.

Your responses on the questionnaire will remain confidential. Only summarized results, omitting names will be given to military personnel. Your name is being requested so that the research team can contact you for possible follow-up interviews.

This is a survey of the chain of command for the chain of command. The questions mostly deal with the behavior of leaders within the battalion. Many of these questions and the issues that they address were developed with the senior-ranking officers and NCOs of this battalion as part of a self-improvement effort. It is not an evaluation by higher headquarters. Each company commander and first sergeant will receive the results summarized for their particular unit. The battalion commanders and CSM will receive the results summarized for the whole battalion. The results in that form will go no further. The results of questions concerning the brigade will be given the Brigade Commander and CSM when all the other battalions have been surveyed.

Please be as frank, fair and honest as possible.

1. Do you have a good understanding of your job in the following areas?

   a. in tactical training

   `/____a____/____b____/____c____/____d____/____e____/`
   very good   ok   very poor

   b. in garrison type activities (e.g. details and guards)

   `/____a____/____b____/____c____/____d____/____e____/`
   very good   ok   very poor

2. Asses the understanding of your job by the following personnel in your chain of command.

   a. your job in tactical training

	very good		ok		very poor
1. Bn Cdr's understanding	a	b	c	d	e
2. Bn CSM's understanding	a	b	c	d	e
3. Co Cdr's understanding	a	b	c	d	e
4. 1SG"s understanding	a	b	c	d	e
5. Plt ldr's understanding	a	b	c	d	e
6. PSG's understanding	a	b	c	d	e
7. Sq/Sec ldr's understanding	a	b	c	d	e
8. Team ldr's understanding	a	b	c	d	e
9. Other troops' understanding	a	b	c	d	e

   b. your job in garrison type activities (e.g. guard and details)

	very good		ok		very poor
1. Bn Cdr's understanding	a	b	c	d	e
2. Bn CSM's understanding	a	b	c	d	e
3. Co Cdr's understanding	a	b	c	d	e
4. 1SG's understanding	a	b	c	d	e
5. Plt ldr's understanding	a	b	c	d	e
6. PSG's understanding	a	b	c	d	e
7. Sq/Sec ldr's understanding	a	b	c	d	e
8. Team ldr's understanding	a	b	c	d	e
9. Other troops' understanding	a	b	c	d	e

3. At the present time, I have been provided by those for whom I work, a good understanding of "where I stand" in performing my job/meeting others' expectations on the job.

```
|    a    |    b    |       c       |    d    |    e    |
strongly              neither agree            strongly
agree                     nor                  disagree
                       disagree
```

4. I believe that I should receive a better understanding of "where I stand" from my _____. Check the TOE position of the person or persons from whom you believe you should receive a better understanding. (Use comment sheet).

a ____ Bn Cdr

b ____ Co Cdr

c ____ ISG

d ____ Plat ldr(s)

e ____ PSG(s)

f ____ Sq/Sec ldr(s)

g ____ Troops

5. I receive _____ feedback on my strong points.

```
|    a    |    b    |       c       |    d    |    e    |
Too much              Just right               Too Little
```

6. I receive _____ feedback on the areas that I need to improve.

```
|    a    |    b    |       c       |    d    |    e    |
Too much              Just right               Too Little
```

7. The feedback that I receive identifies specific actions and behaviors to be changed.

```
|    a    |    b    |       c       |    d    |    e    |
Very                  Sometimes                Very
Frequently                                     Rarely
```

8. The feedback that I receive tells me how to improve/change my performance.

```
|    a    |    b    |       c       |    d    |    e    |
Very                  Sometimes                Very
Frequently                                     Rarely
```

9. I am given the opportunity (e.g. a second chance, a set timeframe) to change/improve my performance.

a	b	c	d	e

Very
Frequently   Sometimes   Very
Rarely

10. My progress in changing/improving my performance is recognized by individuals who counsel me.

a	b	c	d	e

Very
Frequently   Sometimes   Very
Rarely

11. I receive assistance from others in learning how to do my job better.

a	b	c	d	e

Strongly
Agree   Neither Agree
nor Disagree   Strongly
Disagree

12. I am allowed to learn from my mistakes without a strong negative reaction.

a	b	c	d	e

Strongly
Agree   Neither Agree
nor Disagree   Strongly
Disagree

13. In my opinion, the amount and quality of tactical training and instruction in this unit has lead to the following outcomes.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. To effective performance in the field.	a	b	c	d	e
b. To probable success in major training tests (e.g. EIB, ARTEP, SQT)	a	b	c	d	e
c. To a positive attitude of soldiers toward training	a	b	c	d	e

14. How frequently do instructors/trainters meet the following criteria:

	Very Frequently		Sometimes	Very Rarely	Don't Know
a. Have a good military appearance	a	b	c	d	e

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		Very Frequently		Sometimes	Very Rarely	Don't Know
b.	Appear committed to the task of instruction	a	b	c	d	
c.	Communicate at a level that can be generally understood	a	b	c	d	
d.	Able to answer questions about the area of instruction	a	b	c	d	
e.	Able to maintain discipline	a	b	c	d	
f.	Able to maintain interest	a	b	c	d	

16. How frequently does training/instruction meet the following criteria:

		Very Frequently		Sometimes	Very Rarely	Don't Know
a.	Major and intermediate objectives are set	a	b	c	d	
b.	Methods of measuring soldiers' progress in meeting objectives are used during the training or instruction	a	b	c	d	
c.	There is a final evaluation of the soldiers' performance	a	b	c	d	
d.	The training/class is critiqued by instructor after the presentation	a	b	c	d	
e.	Training aids are well utilized	a	b	c	d	
f.	Realism is given serious consideration	a	b	c	d	
g.	Remedial/advanced training is planned	a	b	c	d	

17. How frequently do training activities conclude with a review of the tactical plan and the training unit's performance.

```
|    a    |    b    |    c    |    d    |    e    |         |
 Very               Sometimes           Very                Don't
 Frequently                             Rarely              Know
```

55

18. How frequently are _____ actually involved in the critique of the tactical exercise.

		Very Frequently		Sometimes	Very Rarely	Don't Know
a.	Bn Cdr	a	b	c	d	
b.	Bn CSM	a	b	c	d	
c.	Co Cdr	a	b	c	d	
d.	ISG	a	b	c	d	
e.	Plt ldr	a	b	c	d	
f.	PSG	a	b	c	d	
g.	Sq/Sec ldr	a	b	c	d	
h.	Troops	a	b	c	d	

24. During training exercises, to what extent do NCOs work to identify problems that troops have in following the tactical directions of officers and provide on-the-spot remedial training.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

25. To what extent is time utilized to give training during unscheduled or unexpected time.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

28. To what extent are attempts made to insure that all those and only those who need training are made available.

a	b	c	d	e
To a very great extent				To a very little extent

31. Assess the amount of time spent training as a _____.

	Too Much		Just Right		Too Little	Don' Know
a. Individual soldier	a	b	c	d	e	
b. Squad/section	a	b	c	d	e	
c. Platoon	a	b	c	d	e	
d. Company	a	b	c	d	e	
e. Battalion	a	b	c	d	e	

32. To what extent is the following time used effectively.

	To a Very Great Extent		To Some Extent		To a Very Little Extent	Don' Know
a. Individual soldier training time	a	b	c	d	e	
b. Squad/section training time	a	b	c	d	e	
c. Platoon training time	a	b	c	d	e	
d. Company training time	a	b	c	d	e	
e. Battalion training time	a	b	c	d	e	

34. To what extent does the present pyhsical fitness program lead to a combat ready unit.

a	b	c	d	e
To a very great extent		To some extent		To a very little extent

35. In what ways could it be improved.

_____(please use comment sheet)_____

_____

_____

37. How effectively are leadership and disciplinary techniques used to maintain the following standards among subordinates.

		Very Effective		Neither Effective Nor Ineffective		Very Ineffecti
a.	Military appearance	a	b	c	d	e
b.	Adherence to military laws	a	b	c	d	e
c.	Military courtesy and conduct	a	b	c	d	e
d.	Clean and serviceable equipment	a	b	c	d	e

38. There is general agreement concerning the above standards among those in the chain of command.

a	b	c	d	e
Strongly Agree		Neither agree nor Disagree		Strongly Disagree

39. Below is a list of methods used to maintain the standards listed in question 36. Indicate the degree to which each method is used sufficiently to maintain those standards.

		Too Much		Just Right		Too Little	Don' Know
a.	Setting the example	a	b	c	d	e	
b.	Informal recognition	a	b	c	d	e	
c.	Formal recognition	a	b	c	d	e	
d.	Inspections	a	b	c	d	e	
e.	A regular system of performance counselling	a	b	c	d	e	
f.	Remedial training	a	b	c	d	e	
g.	Showing leniency (saving a guy and thereby motivating him to perform better)	a	b	c	d	e	
h.	Informal counselling (e.g. on-the-spot correction)	a	b	c	d	e	
i.	Formal counselling (e.g. counselling statements)	a	b	c	d	e	

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j.	Transfer to other squads/ sections/ platoons	a	b	c	d	e
k.	Pulling a pass	a	b	c	d	e
l.	Written and verbal reprimands	a	b	c	d	e
m.	Bars-to-reenlistment	a	b	c	d	e
n.	Article 15's	a	b	c	d	e
o.	Disapproval of requests for extension	a	b	c	d	e
p.	Shipment to the zone	a	b	c	d	e
q.	Courts Martial	a	b	c	d	e
r.	CCF	a	b	c	d	e

40. To what extent are informal and formal punishment distributed farily.

```
L____a____I____b____I____c____I____d____I____e____I
  To a very          To some              To a very
  great extent       extent               little extent
```

42. Officers and NCOs generally support one another in the above matters.

```
L____a____I____b____I____c____I____d____I____e____I
  Strongly            Neither agree         Strongly
  Agree               nor Disagree          Disagree
```

43. To what extent is the opinion of the individual being disciplined given sufficient weight.

```
L____a____I____b____I____c____I____d____I____e____I
  To a very           To some              To a very
  great extent        extent               little extent
```

47. To what extent are the following effective in meeting their goals.

		To a Very Great Extent		To Some Extent		To a Very Little Extent
a.	CMAC	a	b	c	d	e
b.	RREO	a	b	c	d	e
c.	Chaplain's office	a	b	c	d	e
d.	School of Standards	a	b	c	d	e

48. How can any of the above be improved (use comment sheet)

49. How effective is the chain of command in maintaining the following outcomes.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffecti
a. Good morale	a	b	c	d	e
b. Rewarding good performance	a	b	c	d	e
c. Maintain a climate (attitude) of concern for SM	a	b	c	d	e

50. Below is a list of methods used to maintain the outcomes identified in question 49. Indicate the degree to which each method is used sufficiently to maintain those outcomes.

	Too Much		Just Right		Too Little	Don't Know
a. Treatment of individuals with respect	a	b	c	d	e	
b. Praise	a	b	c	d	e	
c. Public recognition (e.g. company formation to recognize accomplishments)	a	b	c	d	e	
d. Formal recognition (letters of commendation, achievement)	a	b	c	d	e	
e. Awards and decorations	a	b	c	d	e	
f. Home-town new release	a	b	c	d	e	
g. Time off (training holiday; reenlistment holidays, etc)	a	b	c	d	e	
h. Accurate EERs	a	b	c	d	e	
i. Recommendations for promotion	a	b	c	d	e	
j. Social activities	a	b	c	d	e	
k. RAP sessions	a	b	c	d	e	
l. Civilian education	a	b	c	d	e	
m. Maintaining unit common areas in good condition	a	b	c	d	e	
n. Exemptions from inspection	a	b	c	d	e	

A-40

51. To what extent are informal and formal rewards distributed fairly.

a	b	c	d	e

To a very   To some   To a very
great extent   extent   little extent

55. How effective are the folloing in maintaining morale and reading to SM problems

	To a Very Great Extent		To Some Extent		To a Very Little Extent
a. Open-door policy	a	b	c	d	e
b. Dial Action	a	b	c	d	e
c. IG	a	b	c	d	e

56. To what extent do you think your leaders, in this unit, would be responsive to your problems in the following areas:

	to a very great extent		to some extent		to a very little extent
a. pay/finance	a	b	c	d	e
b. problem of indebtedness	a	b	c	d	e
c. marital problems	a	b	c	d	e
d. legal matters	a	b	c	d	e
e. problem with other workers	a	b	c	d	e
f. promotion/re-enlistment	a	b	c	d	e

61. Leaders make promises to you and then do not deliver.

a	b	c	d	e

strongly agree   neither agree   strongly disagree
                        nor disagree

62. At what levels do shortfalls in the above area commonly occur

    a._____squad

    b._____platoon

    c._____company

    d._____battalion

    e._____brigade

66. To what degree do you believe that the following would be responsive to matters of personal importance to you:

		to a very great extent		to some extent		to a very little extent
a.	team ldrs	a	b	c	d	e
b.	squad ldrs	a	b	c	d	e
c.	PSG	a	b	c	d	e
d.	1SG	a	b	c	d	e
e.	Co Cdr	a	b	c	d	e
f.	Bn CSM	a	b	c	d	e
g.	Bn Cdr	a	b	c	d	e

69. What matters of importance to SM are officers and NCOs failing to handle   (use comment sheet)

73. How effective are the managers and supervisors of this unit's garrison type activities in obtaining the following outcomes.

		Very Effective		Neither Effective Nor Ineffective		Very Ineffect
a.	Manage tasks in a way that accomplish the tasks and maintain morale	a	b	c	d	e
b.	Manage tasks in a way that develops the judgment of junior leaders	a	b	c	d	e
c.	Manage tasks in a way that develops the skills of SM	a	b	c	d	e

74. To what extent do the immediate supervisors of garrison type work activities (e.g. squad and details) meet the following criteria.

	To a Very Great Extent		To Some Extent		To a Very Little Extent
1. Provide clear instructions	a	b	c	d	e
2. If appropriate, explain how the activity fits in the over all unit mission	a	b	c	d	e
3. Set a time by which the task is to be completed	a	b	c	d	e
4. Use authority appropriately that is, do not overutilize or be afraid to use their authority.	a	b	c	d	e
5. Provide workers some latitude or freedom in performing their job	a	b	c	d	e
6. Are available to answer questions and solve work-related problems.	a	b	c	d	e
7. Keep everyone working as a team.	a	b	c	d	e
8. Evaluate progress in getting the job done.	a	b	c	d	e
9. Inspect the outcome of the work effort.	a	b	c	d	e

80. Assess the amount of time spent in each phase of the blocking system.

	Too Much		Just Right		Too Little
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Detail phase	a	b	c	d	e

84. Assess how effectively time is utilized in each phase in meeting the goal(s) of that phase.

	Very Effective		Neither Effective Nor Ineffective		Very Ineffective
a. Training phase	a	b	c	d	e
b. Education phase	a	b	c	d	e
c. Guard & detail phase	a	b	c	d	e

85. The blocking system is too rigidly adhered to.

a	b	c	d	e
Strongly Agree		Neither Agree nor Disagree		Strongly Disagree

86. The best thing about the blocking system is

_____(please use comment sheet)_____

_____

_____

_____

_____

87. The worst thing about the blocking system is

_____(please use comment sheet)_____

_____

_____

_____

_____

USAREUR PERSONNEL OPINION SURVEY - COMMENT SHEET	REPORTS CONTROL SYMBOL:
(USAREUR Reg 600-6)	AEAGA-503

COMMENTS:

Q. 4. _____

_____

_____

_____

Q. 35. _____

_____

_____

_____

Q. 48. _____

_____

_____

_____

Q. 69 _____

_____

_____

_____

Q. 85. _____

_____

_____

_____

Q. 97. _____

_____

_____

_____

_____

FOR CSCO USE ONLY:

L-CD	SEQUENCE NUMBER			A-45

APPENDIX B

CURRENT INSTRUMENT

LEADERSHIP SURVEY
(Leader Version)

US Army Research Institute
Field Unit, USAREUR

LEADERSHIP QUESTIONNAIRE

This is a questionnaire dealing with leadership at and below the company level. This questionnaire is divided into three main topic areas: Training, troop handling skills, and garrison activities.

The goal of this research is to produce a questionnaire that will provide units with a means of identifying general leadership areas that need improvement at or below company level. The results of this questionnaire will be reported in group form only. Also, this questionnaire will <u>not</u> be used as a means of evaluating the performance of the company in general or any person in particular.

In answering the questions on this survey, please <u>circle</u> the answer that most nearly reflects your knowledge or opinion.

Example: If your choice was 4, circle 4.

very frequently	frequently	sometimes	rarely	very rarely
5	(4)	3	2	1

Please answer all questions. Be as honest as possible. Thank you for your help in this research.

Please list the following information:

Rank:_____

Position (e.g. team leader, squad leader):_____

Company: _____

Time in your present position:_____months

Time in Berlin _____months

SQT Score _____(if known)

The following questions are about training.

1. How good is your understanding of your duties in tactical training?

Very Good	Good	Somewhat Good	Poor	Very Poor
5	4	3	2	1

How well do the following personnel understand your duties in tactical training?

		Very Well	Well	Somewhat	Poorly	Very Poorly	Not Applicable
2.	Co Cdr.	5	4	3	2	1	0
3.	ISG	5	4	3	2	1	0
4.	Plt Ldr	5	4	3	2	1	0
5.	PSG	5	4	3	2	1	0
6.	Sq/Sect.Ldr.	5	4	3	2	1	0

7. How do you feel about your responsibilities as a trainer?

Very Positively	Positively	Somewhat Positively	Negatively	Very Negatively
5	4	3	2	1

8. How much time do you as an instructor have to prepare for training?

Very Much	Much	Somewhat	Little	Very Little
5	4	3	2	1

9. How frequently are confidence--building activities (such as conducting drill and ceremonies or P.T.) used to prepare inexperienced NCOs for the task of instruction?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

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10. How frequently are training meetings conducted?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

How much guidance do instructors receive from the following on how to use training time?

		Very Much	Much	Some	Little	Very Little
11.	Plt Level Leaders	5	4	3	2	1
12.	Co Level Leaders	5	4	3	2	1
13.	BN Staff	5	4	3	2	1

How satisfied are you with the involvement of the following in the planning of training?

		Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
14.	BN S-3	5	4	3	2	1
15.	Co Cdr	5	4	3	2	1
16.	XO	5	4	3	2	1
17.	ISG	5	4	3	2	1
18.	Plt Ldr	5	4	3	2	1
19.	PSG	5	4	3	2	1
20.	Sq/Sec Ldr	5	4	3	2	1
21.	Team Ldr	5	4	3	2	1

22. How reliable is your training schedule (that is if a certain activity is scheduled for a certain time, how sure are you that it will take place then)?

	Very Reliable	Reliable	Somewhat Reliable	Unreliable	Very Unreliable
	5	4	3	2	1

In actual training sessions how frequently do instructors/trainers:

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
23. Have a good military appearance	5	4	3	2	1
24. Appear committed to instruction?	5	4	3	2	1
25. Communicate at level that can be understood?	5	4	3	2	1

How well are instructors able to:

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
26. Answer questions about the area of instruction?	5	4	3	2	1
27. Use assistants to maintain control in the classroom?	5	4	3	2	1
28. Maintain the interest of students?	5	4	3	2	1

29. In training how frequently are intermediate objectives set?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

30. How well are training aids used?

Very Well	Well	Somewhat Well	Poorly	Very Poorly
5	4	3	2	1

31. How frequently are training aids used?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

32. How difficult is it to obtain "realism in training"?

	Very Easy	Easy	Somewhat Easy	Difficult	Very Difficult
	5	4	3	2	1

How frequently does training conclude with a critique of the unit's performance by the following personnel?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
33. Co Level Leaders	5	4	3	2	1
34. BN Staff	5	4	3	2	1
35. Brigade Staff	5	5	3	2	1

36. How frequently are instructors critiqued (i.e. given constructive suggestions) by NCOs after presentation?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

37. How good are NCOs in critiquing instructors' performances?

	Very Good	Good	Somewhat Good	Very Poor	Very Poor	Don't Know
	5	4	3	2	1	(

38. When unexpected open time arises due to schedule changes, how often is this time used for training?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

39. How effectively is training time used to develop individual skills?

Very Effectively	Effectively	Somewhat Effectively	Ineffectively	Very Ineffectively
5	4	3	2	1

40. How effectively is training time used to develop team skills?

Very Effectively	Effectively	Somewhat Effectively	Ineffectively	Very Ineffectively
5	4	3	2	1

The following questions concern the handling of troops.

How well do the following personnel understand your troop handling duties?

		Very Well	Well	Somewhat	Poorly	Very Poorly	Not Applicable
41.	Co Cdr	5	4	3	2	1	0
42.	ISG	5	4	3	2	1	0
43.	Plt Ldr	5	4	3	2	1	0
44.	PSG	5	4	3	2	1	0
45.	Sq/Sec Ldr	5	4	3	2	1	0

46. When counselling troops, I give feedback on their strong points in performing their duties.

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

47. The feedback that I give to troops gives them specific instructions on how to improve their performance.

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

48. When counselling troops, I inform them of their improved performance.

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

49. I allow troops to learn from their mistakes without harsh criticism.

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

Below is a list of methods used to motivate soldiers. How frequently are the following used in your company?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
50. Treating people with respect	5	4	3	2	1
51. Giving praise	5	4	3	2	1
52. Encouraging social activities	5	4	3	2	1
53. Meeting with subordinates	5	4	3	2	1

How much do you agree with the frequency with which the following are used in your company?

	Agree Strongly	Agree	Agree Somewhat	Disagree	Disagree Strongly
54. Formal recognition	5	4	3	2	1
55. Time off	5	4	3	2	1
56. Athletic Program	5	4	3	2	1

57. How fairly are rewards (such as time off, recognition, commendations, etc.) distributed in your company?

	Very Fairly	Fairly	Somewhat Fairly	Unfairly	Very Unfairly
	5	4	3	2	1

58. How well informed of current battalion policies are you?

Very Well	Well	Somewhat	Poorly	Very Poorly
5	4	3	2	1

59. When you make promises to subordinates, how often are you able to keep them?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

60. How often do first line supervisors receive guidance from superiors concerning their performance as supervisors?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

61. How often are leaders allowed to work at higher levels to expand their perspective? (For example team leader working as squad leader)

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

62. In your company, how effective is the experience of being able to work at the next highest level?

Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective	N/A
5	4	3	2	1	0

How effective are leaders in maintaining high standards in the following among the troops?

		Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
63.	Military Appearance	5	4	3	2	1
64.	Obedience to Military Law and Courtesy	5	4	3	2	1
65.	Clean and Servicable Equipment	5	4	3	2	1

66. When leaders notice troops with a poor military appearance or violating military courtesy, how often do they make "on-the-spot corrections?"

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

67. In your company, how effective are leaders in "setting the example"?

Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
5	4	3	2	1

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How much do you agree with the frequency that each of the following are used in your company?

		Agree Strongly	Agree	Agree Somewhat	Disagree	Disagree Strongly
68.	Inspections	5	4	3	2	1
69.	Performance Counselling	5	4	3	2	1
70.	Personal Counselling	5	4	3	2	1
71.	Withdrawing passes	5	4	3	2	1
72.	Bars to reenlistment	5	4	3	2	1
73.	Article 15/s	5	4	3	2	1
74.	Shipment to the Zone	5	4	3	2	1
75.	Courts Martial	5	4	3	2	1
76.	Correctional Custody Facility	5	4	3	2	1

77. How fairly is punishment administered in your company?

Very Fairly	Fairly	Somewhat Fairly	Unfairly	Very Unfairly
5	4	3	2	1

78. How often do officers and NCOs support one another in disciplinary matters?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

How effective are squad/section leaders in:

	Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
79. Maintaining Good Morale?	5	4	3	2	1
80. Rewarding outstand-ing Performance?	5	4	3	2	1
81. Showing concern for the individual soldier	5	4	3	2	1

How effective are platoon level leaders in:

	Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
82. Maintaining Good Morale?	5	4	3	2	1
83. Rewarding Outstand-ing Performance?	5	4	3	2	1
84. Showing concern for the individual soldier	5	4	3	2	1

How effective are company level leaders in:

	Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
85. Maintaining Good Morale?	5	4	3	2	1
86. Rewarding outstand-ing Performance?	5	4	3	2	1
87. Showing concern for the individual soldier	5	4	3	2	1

The following questions concern garrison activities.

88. How well do you understand your role as a supervisor of "housekeeping" garrison activities (for example police call, maintenance of barracks)?

Very Well	Well	Somewhat Well	Poorly	Very Poorly
5	4	3	2	1

89. How well do you understand your role as a supervisor in other garrison activities (for example maintaining equipment, detail supervision outside of company area)?

Very Well	Well	Somewhat Well	Poorly	Very Poorly
5	4	3	2	1

How well do the following personnel understand your role as a supervisor in "housekeeping" garrison activities?

		Very Well	Well	Somewhat Well	Poorly	Very Poorly
90.	Co Cdr	5	4	3	2	1
91.	1SG	5	4	3	2	1
92.	Plt Ldr	5	4	3	2	1
93.	PSG	5	4	3	2	1
94.	Sq/Sec Ldr	5	4	3	2	1

How well do the following personnel understand your role as a supervisor in other garrison activities?

		Very Well	Well	Somewhat Well	Poorly	Very Poorly
95.	Co Cdr	5	4	3	2	1
96.	ISG	5	4	3	2	1
97.	Plt Ldr	5	4	3	2	1
98.	PSG	5	4	3	2	1
99.	Sq/Sec Ldr	5	4	3	2	1

100. How often are you given sufficient "lead time" to plan the garrison activities of your subodinates?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

How often do you observe first line supervisors doing the following?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
101. Providing clear instructions	5	4	3	2	1
102. If appropriate, explaining how the activity fits in the overall mission	5	4	3	2	1
103. Setting a time by which the task is to be completed	5	4	3	2	1
104. Providing workers some lattitude or freedom in doing their job	5	4	3	2	1
105. Making themselves available to answer questions on work related problems	5	4	3	2	1
106. Keeping everyone working as a team	5	4	3	2	1
107. Checking on progress in getting the job done	5	4	3	2	1
108. Inspecting the finished job	5	4	3	2	1

The following are miscellaneous questions on leadership.

109. When critiques of training exercises do not occur, the most common reason is (check one).

_____(1)   Lack of time

_____(2)   Lack of skill among leaders

_____(3)   A negative attitude toward critiques by leaders

_____(4)   All of the above

_____(5)   None of the above

_____(6)   Don't know

110. How effective is the Physical Fitness Program in preparing this unit to be combat ready?

	Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
	5	4	3	2	1

111. How frequently do you know in advance about readiness alerts?

	Very Rarely	Rarely	Sometimes	Frequently	Very Frequently
	5	4	3	2	1

112. How effectively do you think your company would perform in an alert if no one knew about it in advance?

	Very Effectively	Effectively	Somewhat Effectively	Ineffectively	Very Ineffectively
	5	4	3	2 2	1

113. How often are you assigned responsibility for a block of training? (Check one)

_____ (1) Quarterly

_____ (2) Monthly

_____ (3) Bi-Monthly

_____ (4) Weekly

_____ (5) Never

114. How frequently do you attend company level NCO meetings for the purpose of professional development? (Check one)

_____ (1) Twice a week or more

_____ (2) Once a week

_____ (3) Bi-Weekly

_____ (4) Monthly

_____ (5) Less than once a month

_____ (6) Never

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115. How satisfied are you with the amount of time company level leaders spend meeting with company personnel to listen to their complaints?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

116. How satisfied are you with the results of the above meetings?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

117. How satisfied are you with the amount of time platoon level leaders spend meeting with platoon personnel to listen to their complaints?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

118. How satisfied are you with the results of the above meetings?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

The following questions deal with agency or policy effectiveness.

How effective are the following agencies or policies in meeting the needs of the soldiers?

		Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
119.	CDAAC	5	4	3	2	1
120.	R.	5	4	3	2	1
121.	Chaplain's Office	5	4	3	2	1
122.	School of Standards	5	4	3	2	1
123.	Open Door Policy	5	4	3	2	1
124.	Dial Action	5	4	3	2	1
125.	IG	5	4	3	2	1
126.	PAC	5	4	3	2	1
127.	Finance	5	4	3	2	1

How appropriate is the amount of time allocated for the following phases of the blocking system?

		Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	Very Inappropriate
128.	Training (Green)	5	4	3	2	1
129.	Education (Yellow)	5	4	3	2	1
130.	Garrison (Red)	5	4	3	2	1

131. How well is the mission of your brigade understood ?

Very Well	Well	Somewhat Well	Poorly	Very Poorly
5	4	3	2	1

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APPENDIX B (continued)

LEADERSHIP SURVEY
(Troop Version)

US Army Researr nstitute
Field Unit, USAREUR

LEADERSHIP QUESTIONNAIRE

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The goal of this research is to produce a questionnaire that will provide units with a means of identifying general leadership areas that need improvement at or below company level. The results of this questionnaire will be reported in group form only. Also, this questionnaire will not be used as a means of evaluating the performance of the company in general or any person in particular.

In answering the questions on this survey, please circle the answer that most nearly reflects your knowledge or opinion.

Example: If your choice was 4, circle 4.

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	(4)	3	2	1

Please answer all questions. Be as honest as possible. Thank you for your help in this research.

Please list the following information:

Rank: _____

Position (e.g. rifleman, mortar carrier): _____

Company: _____

        Time in Berlin _____ Months

        SQT Score __ __ (If Known)

These questions are about your training.

1. How reliable is your training schedule (that is, if a certain activity is scheduled for a certain time, how sure are you that it will take place then)?

Very Reliable	Reliable	Somewhat Reliable	Unreliable	Very Unreliable
5	4	3	2	1

How satisfied are you with the amount of time spent training:

	Very Satisfied	Satisfied	Somewhat Satisfied	Unsatisfied	Very Unsatisfied
2. As an individual soldier?	5	4	3	2	1
3. As a squad/section?	5	4	3	2	1
4. As a platoon?	5	4	3	2	1
5. As a company?	5	4	3	2	1

6. How much is your training helping you to be a more proficient soldier?

Very Much	Much	Somewhat	Little	Very Little
5	4	3	2	1

7. How frequently do your instructors have a good military appearance?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

8. How frequently are instructors enthusiastic toward the task of instruction?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

9. How frequently do instructors communicate at a level that you can completely understand?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

10. How frequently are instructors able to answer questions about the area of instruction ?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

In the following questions, "critique" is defined as a review of how the training exercise went, pointing out the unit's strengths and weaknesses, and offering suggestions on how to improve.

11. How frequently do your training activities end with a critique of the unit's performance ?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

How frequently do each of the following persons help in the critique of training exercises ?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
12. 1SG	5	4	3	2	1
13. PSG	5	4	3	2	1
14. Sq/Section Ldr	5	4	3	2	1
15. Troops	5	4	3	2	1

The following questions do not assume that you are doing your job poorly. Everyone, regardless of how able they are, have areas in which they could improve their performance. This is the "spirit" in which the following questions are asked.

How often do you receive help from the following people on how to do your job better ?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
16. Team Leader	5	4	3	2	1
17. Sq/Squad Leader	5	4	3	2	1
18. Plt. Sgt.	5	4	3	2	1

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19. How often are you allowed to learn from your mistakes without being bawled out?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

The following questions are about leader's troops handling abilities.

In the following questions performance counselling is defined as informing a person of their strengths and weaknesses in performing their job and giving specific advice to the person on how to improve.

20. How frequently does your superior provide you with performance counselling?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

21. How satisfied are you with your supervisor's performance counselling?

Very Satisfied	Satisfied	Somewhat Satisfied	Dissatisfied	Very Dissatisfied
5	4	3	2	1

Below is a list of methods used to motivate soldiers. To what extent do you agree with how frequently each is used in your company?

	Agree Strongly	Agree	Agree Somewhat	Disagree	Disagree Strongly
22. Treating people with respect	5	4	3	2	1
23. Praise	5	4	3	2	1
24. Awards & Decorations	5	4	3	2	1
25. Time off	5	4	3	2	1
26. Social Activities (e.g. company parties)	5	4	3	2	1
27. Meetings with Troops	5	4	3	2	1
28. Recreational Programs	5	4	3	2	1
29. Accelerated Promotions (Promotion before your peers)	5	4	3	2	1
30. Promotion with your peers	5	4	3	2	1

31. How fairly are rewards distributed in your company?

Very Fairly	Fairly	Somewhat Fairly	Unfairly	Very Unfairly
5	4	3	2	1

32. What kind of understanding of current battalion policies do leaders in your company give you?

Very Good Understanding	Good Understanding	Some Understanding	Poor Understanding	Very Poor Understanding
5	4	3	2	1

33. How helpful do you think leaders in your company would be with your problems of being in debt?

Very Helpful	Helpful	Somewhat Helpful	Barely Helpful	Not at All Helpful
5	4	3	2	1

34. When leaders make promises, how often do they keep them?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
	5	4	3	2	1

If there was a matter of personal importance to you how likely would you be to go for assistance to each of the following?

		Very Likely	Likely	Somewhat Likely	Unlikely	Very Unlikely
35.	Team Leader	5	4	3	2	1
36.	Sq/section Ldr	5	4	3	2	1
37.	PSG	5	4	3	2	1
38.	1SG	5	4	3	2	1
39.	Co Cdr	5	4	3	2	1
40.	A "buddy" in my unit	5	4	3	2	1
41.	Someone outside my unit	5	4	3	2	1

If there was a matter of personal importance to you (such as personal problems with people in your squad) how helpful do you think the following leaders would be toward you (assuming you followed the chain of command)?

		Very Helpful	Helpful	Somewhat Helpful	Barely Helpful	Not at All Helpful
42.	Team Leaders	5	4	3	2	1
43.	Sq/section Ldrs	5	4	3	2	1
44.	PSG	5	4	3	2	1
45.	1SG	5	4	3	2	1
46.	Co Cdr	5	4	3	2	1

How effective are leaders at the squad level in doing the following:

		Very Effective	Effective	Some-what Effective	Ineffective	Very Ineffective
47.	Maintaining good morale	5	4	3	2	1
48.	Rewarding outstanding performance	5	4	3	2	1
49.	Showing personal concern for individual soldiers	5	4	3	2	1

How effective are Platoon sgts in doing the following?

		Very Effective	Effective	Some-what Effective	Ineffective	Very Ineffective
50.	Maintaining good morale	5	4	3	2	1
51.	Rewarding outstanding performance	5	4	3	2	1
52.	Showing personal concern for individual soldiers	5	4	3	2	1

How effective are platoon leaders in doing the following?

		Very Effective	Some-what Effective	Some-what Effective	Ineffective	Very Ineffective
53.	Maintaining good morale	5	4	3	2	1
54.	Rewarding outstanding performance	5	4	3	2	1
55.	Showing personal concern for individual soldiers	5	4	3	2	1

How fairly are the following punishments given out in your company?

	Very Fairly	Fairly	Somewhat Fairly	Unfairly	Very Unfairly
56. Small punishments, such as extra duty	5	4	3	2	1
57. Pulling a pass	5	4	3	2	1
58. Article 15's	5	4	3	2	1

59. How frequently is the opinion of the person being punished considered in disciplinary action?

Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
5	4	3	2	1

The following questions concern garrison activities.

60. How effective are leaders in managing garrison tasks in a way that maintains morale?

Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
5	4	3	2	1

How frequently do supervisors of garrison activities do the following?

	Very Frequently	Frequently	Sometimes	Rarely	Very Rarely
61. If appropriate, explains how the activity fits in the overall unit mission	5	4	3	2	1
62. Sets a time by which the task is to be completed	5	4	3	2	1
63. Provides troops some lattitude (freedom in performing work)	5	4	3	2	1
64. Is available to answer questions related to work	5	4	3	2	1
65. Keeps everyone working as a team	5	4	3	2	1
66. Evaluates progress in finishing the job	5	4	3	2	1
67. Inspects the finished job	5	4	3	2	1

The following are miscellaneous questions about leadership.

68. How effective is the present physical fitness program in keeping the unit combat ready?

Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
5	4	3	2	1

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69. How frequently do you know in advance about readiness alerts?

Very Rarely	Rarely	Sometimes	Frequently	Very Frequently
5	4	3	2	1

70. How effectively do you think your company would perform in an alert if no one knew about it in advance?

Very Effectively	Effectively	Somewhat Effectively	Ineffectively	Very Ineffectively
5	4	3	2	1

71. How well does your supervisor "set the example" (for example, presenting a good military appearance)?

Very Well	Well	Somewhat Well	Poorly	Very Poorly
5	4	3	2	1

The following questions concern agency or policy effectiveness.

How effective are the following agencies or policies in meeting your needs and those of your fellow soldiers?

	Very Effective	Effective	Somewhat Effective	Ineffective	Very Ineffective
72. Community drug and alcohol	5	4	3	2	1
73. Race Relations/Equal Opportunity (RREO)	5	4	3	2	1
74. Chaplain's Office	5	4	3	2	1
75. School of Standards	5	4	3	2	1
76. Open-door policy	5	4	3	2	1
77. Dial Action	5	4	3	2	1
78. Inspector General (IG)	5	4	3	2	1
79. PAC	5	4	3	2	1
80. Finance	5	4	3	2	1

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The following questions concern the blocking system.

Is the amount of time spent in the following phases of the blocking system appropriate?

	Very Appropriate	Appropriate	Somewhat Appropriate	Inappropriate	Very Inappropriate
81. Training (Green)	5	4	3	2	1
82. Education (Yellow)	5	4	3	2	1
83. Detail (Red)	5	4	3	2	1

APPENDIX C

VARIOUS TABLES

TABLE C1

Percentage of Responses under, on or over 3 for
Leaders Survey Items

		% Answering			
		≤3	3	>3	Mean
1.	Understanding of tactical training duties	3	17	79*P	4.1
	Understanding of leader's tactical training duties by:				
2.	Co Cdr	7	34	59*P	3.7
3.	1SG	8	23	69*P	3.9
4.	Plt Ldr	12	24	64*P	3.8
5.	PSG	5	12	83*P	4.3
6.	Sq/Sec. Ldr	4	15	81*p	4.2
7.	Feelings about responsibilities as a trainer	5	15	80*P	4.1
8.	Time spent in preparation for training	36	35	29	2.9
9.	Frequency confidence-building activities are used to prepare inexperienced NCOs for task of instruction	37	31	32	2.9
10.	Frequency training meetings are conducted	36	31	33	2.9
	Amount of guidance on how to use training time instructors receive from:				
11.	Plt Level Leaders	23	32	45	3.3
12.	Co Level Leaders	39	30	31	2.8
13.	BN Staff	56*D	21	23	2.4

Table C1 (Continued)

		% Answering			
		≤3	3	>3	Mean
	Satisfaction with involvement of the following in planning of training:				
14.	BN S-3	39	31	30	2.8
15.	Co Cdr	27	33	40	3.1
16.	XO	28	32	40	3.1
17.	1SG	18	32	50*P	3.3
18.	Plt Ldr	16	27	57*P	3.5
19.	PSG	14	22	64*P	3.7
20.	Sq/Sec Ldr	14	22	64*P	2.7
21.	Team Ldr	17	22	60*P	3.6
22.	Reliability of training schedule	46	37	17	2.5
	Frequency instructors do the following in training sessions:				
23.	Have good military appearance	4	12	84*P	4.0
24.	Appear committed to instruction	8	25	67*P	3.7
25.	Communicate at an understandable level	7	16	77*P	3.9
	How well instructors are able to:				
26.	Answer questions about area of instruction	4	18	78*P	4.0
27.	Use assistants to maintain control in classroom	19	29	52*P	3.4
28.	Maintain students' interest	19	38	43	3.3

		% Answering			
		<3	3	>3	Mean
29.	Frequency intermediate objectives are set in training	12	46	42	3.3
30.	How well training aids are used	24	30	46	3.3
31.	How frequently training aids are used	15	33	52*P	3.4
32.	Difficulty in obtaining "realism in training"	63*D	25	12	2.3
	Frequency training concludes with a critique of the unit's performance by:				
33.	Co Level Leaders	24	30	46	3.6
34.	BN Staff	40	34	26	2.7
35.	Brigade Staff	59*D	27	14	2.2
36.	Frequency instructors are critiqued by NCOs after presentation	32	36	32	3.0
37.	How good NCOs are at critiquing instructors' performances	20	37	43	3.3
38.	Frequency unexpected open time is used for training	35	33	32	2.9
39.	Effectiveness of use of training time to develop individual skills	30	44	26	2.9
40.	Effectiveness of training time used to develop team skills	34	41	25	2.9

		% Answering		
	≤ 3	3	>3	Mean
Understanding of leader's troop handling duties by:				
41. Co Cdr	16	32	52*P	3.5
42. 1SG	9	25	66*P	3.8
43. Plt Ldr	14	26	60*P	3.6
44. PSG	7	16	77*P	4.1
45. Sq/Sec Ldr	7	17	76*P	4.1
46. Frequency leader provides feedback on troops' strong points during counseling	4	15	81*P	4.1
47. Frequency leader's feedback to troops gives specific instructions on how to improve performance	3	18	79*P	4.1
48. Frequency troops are informed of their improved performance during counseling by the leader	2	16	82*P	4.1
49. Frequency leader allows troops to learn from their mistakes without criticism	3	29	68*P	3.9
Frequency the following are used to motivate soldiers:				
50. Treating people with respect	18	33	49	3.5
51. Giving praise	21	30	49	3.4
52. Encouraging social activities	28	35	36	3.1
53. Meeting with subordinates	29	31	40	3.2

		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
	Agreement with frequency the following are used:				
54.	Formal recognition	22	31	47	3.3
55.	Time off	32	28	40	3.1
56.	Athletic Program	33	22	45	3.2
57.	Fairness with which rewards are distributed	30	35	35	3.1
58.	How well leader is informed of current battalion policies	21	37	42	3.3
59.	Frequency leader keeps his promises to subordinates	10	29	61*P	3.7
60.	Frequency first line supervisors receive guidance from superiors concerning their performance	22	36	42	3.2
61.	Frequency leaders are allowed to work at higher levels to expand their perspective	27	30	43	3.2
62.	Effectiveness of being able to work at next highest level	19	41	40	3.3
	Effectiveness of leaders in maintaining high standards in the following:				
63.	Military Appearance	6	21	73*P	3.9
64.	Obedience to Military Law and Courtesy	14	35	51*P	3.5
65.	Clean and Serviceable Equipment	6	23	71*P	3.9

Table Cl (Continued)

| | | % Answering | | | |
		≤3	3	>3	Mean
66.	Frequency leaders make "on-the-spot" corrections	19	28	52*P	3.4
67.	Effectiveness of leaders in "setting the example"	16	36	48	3.4
	Agreement with frequency the following are used:				
68.	Inspections	16	29	55*P	3.5
69.	Performance Counseling	21	26	54*P	3.4
70.	Personal Counseling	23	23	55*P	3.4
71.	Withdrawing passes	28	30	42	3.2
72.	Bars to reenlistment	33	28	39	3.1
73.	Article 15s	30	25	45	3.2
74.	Shipment to the zone	39	27	34	2.8
75.	Courts Martial	28	35	36	3.1
76.	Correctional Custody facility	34	22	44	3.1
77.	Fairness with which punishment is administered.	22	23	53*P	3.3
78.	Frequency officers and NCOs support one another in disciplinary matters	16	28	56*P	3.5
	Effectiveness of squad/section leaders in:				
79.	Maintaining good morale	14	36	50*P	3.5
80.	Rewarding outstanding performance	17	32	50*P	3.5
81.	Showing concern for the individual	13	25	62*P	3.7

		% Answering			
		≤3	3	>3	Mean
	Effectiveness of platoon level leaders in:				
82.	Maintaining good morale	19	34	47	3.3
83.	Rewarding outstanding performance	23	33	44	3.3
84.	Showing concern for the individual soldier	22	28	50*P	3.4
	Effectiveness of company level leaders in:				
85.	Maintaining good morale	31	33	36	3.0
86.	Rewarding outstanding performance	28	33	39	3.1
87.	Showing concern for the individual soldier	31	33	36	3.0
88.	How well leader understands role as supervisor of "housekeeping" garrison activities	3	11	86*P	4.3
89.	How well leader understands role as supervisor in other garrison activities	3	12	85*P	4.3

Table Cl (Continued)

		% Answering			
		<u>≤3</u>	<u>3</u>	<u>≥3</u>	<u>Mean</u>
	How well the leader's role as supervisor in "housekeeping" garrison activities is understood by:				
90.	Co Cdr	7	25	68*P	4.0
91.	1SG	5	16	78*P	4.2
92.	Plt Ldr	8	19	73*P	4.0
93.	PSG	4	10	86*P	4.4
94.	Sq/Sec Ldr	4	12	84*P	4.3
	How well leader's role as supervisor in other garrison activities is understood by:				
95.	Co Cdr	9	30	61*P	3.7
96.	1SG	7	23	70*P	3.9
97.	Plt Ldr	9	25	66*P	3.8
98.	PSG	6	15	79*P	4.1
99.	Sq/Sec Ldr	5	18	77*P	4.1
100.	How often leader is given sufficient "lead time" to plan garrison activities	32	42	25	2.8

		% Answering			
		≤3	3	>3	Mean
	Frequency first line super-visors are observed doing the following:				
101.	Providing clear instructions	6	29	64*P	3.7
102.	Explaining how the activity fits into the overall mission	18	35	47	3.4
103.	Setting a time for completion of task	10	26	64*P	3.7
104.	Providing workers with freedom to do their job	16	30	54*P	3.4
105.	Making themselves available to answer work related questions	11	29	60*P	3.7
106.	Keeping everyone working as a team	16	34	50*P	3.4
107.	Checking on job progress	7	27	66*P	3.8
108.	Inspecting finished job	9	17	74*P	3.9
109.	See below.				
110.	Effectiveness of Physical Fitness Program in preparing unit for combat readiness	21	21	58*P	3.5
111.	Frequency readiness alerts are known about in advance	21	32	47	3.4
112.	Effectiveness of company's performance in an unexpected alert	14	36	50*P	3.4
113.	See below				
114.	See below				

Table C1 (Continued)

		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
115.	Satisfaction with amount of time company level leaders meet to listen to complaints of company personnel	42	31	27	2.8
116.	Satisfaction with the above meetings	43	36	21	2.7
117.	Satisfaction with amount of time platoon level leaders meet to listen to complaints of platoon personnel	35	31	34	3.0
118.	Satisfaction with the above meetings	34	30	36	3.0
	Effectiveness of the following in meeting needs of soldiers:				
119.	CDAAC	38	31	31	2.8
120.	RREO	20	45	35	3.1
121.	Chaplain's Office	13	30	58*P	3.6
122.	School of Standards	25	27	48	3.3
123.	Open Door Policy	19	33	48	3.4
124.	Dial Action	19	25	56*P	3.5
125.	IG	14	23	63*P	3.6
126.	PAC	14	30	56*P	3.5
127.	Finance	11	24	65*P	3.7

Table Cl (Continued)

	% Answering			
	≤3	3	>3	Mean
Appropriateness of amount of time allocated for the following phases of the blocking system:				
128. Training	18	20	62*P	3.6
129. Education	36	19	45	3.1
130. Garrison	18	24	58*P	3.5
131. How well mission of Berlin Brigade is understood	30	28	43	3.2

	% Answering
109. Most common reason for lack of critiques for training exercises:	
(1) Lack of time	35
(2) Lack of skill among leaders	8
(3) Negative attitude toward critiques by leaders	9
(4) All of the above	16
(5) None of the above	9
(6) Don't know	23

Table C1 (Continued)

113. How often leader is assigned
     responsibility for a block of
     training

     (1) Quarterly   18

     (2) Monthly   21

     (3) Bi-Monthly   16

     (4) Weekly   22

     (5) Never   23

114. How often leader attends company
     level NCO meetings for purpose of
     professional development

     (1) Twice a week or more   4

     (2) Once a week   23

     (3) Bi-Weekly   9

     (4) Monthly   24

     (5) Less than once a month   24

     (6) Never   16

*P = Positive Item (i.e. 50% or more of respondents answered over

     3, or in the "4" and "5" categories)

*D = Deficient Item (i.e. 50% or more of respondents answered under

     3, or in the "1" and "2" categories)

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Table C2

Percentage of Responses under, on or over 3 for
Troops Survey Items

		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
1.	Reliability of training schedule	35	41	25	2.8
	Satisfaction with amount of time spent training as:				
2.	An individual soldier	31	28	41	3.1
3.	A squad/section	36	29	35	2.9
4.	A platoon	33	28	39	3.0
5.	A company	34	29	37	3.0
6.	How much training helps troop's proficiency	36	37	30	2.9
7.	Frequency instructors have good military appearance	12	26	62*P	3.6
8.	Frequency of instructors' enthusiasm toward instruction	30	38	39	3.2
9.	Frequency instructors communicate at an understandable level	16	29	55*P	3.5
10.	Frequency instructors can answer questions about areas of instruction	9	30	61*P	3.6
11.	Frequency training activities end with critique of unit's performance	27	35	38	3.1

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		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
	Frequency the following help critique training exercises:				
12.	1SG	39	26	35	2.9
13.	PSG	23	28	49	3.3
14.	Sq/Section Ldr	23	25	52*P	3.3
15.	Troops	30	22	48	3.2
	Frequency help on how to do job is received by:				
16.	Team Leader	30	22	48	3.2
17.	Sq/Section Ldr	26	26	48	3.2
18.	Plt Sgt	37	28	35	2.9
19.	Frequency troop is allowed to learn from mistakes	47	23	30	2.6
20.	Frequency supervisor provides troop with performance counseling	39	39	27	2.8
21.	Satisfaction with supervisor's performance counseling	44	31	26	2.7

		% Answering			
		<u><3</u>	**<u>3</u>**	**<u>>3</u>**	**<u>Mean</u>**
	Agreement with frequency the following are used:				
22.	Treating people with respect	47	25	28	2.7
23.	Praise	45	39	21	2.6
24.	Awards and Decorations	38	33	29	2.8
25.	Time off	54*D	21	25	2.5
26.	Social Activities	49	28	23	2.6
27.	Meetings with Troops	42	32	26	2.7
28.	Recreational Programs	43	29	28	2.7
29.	Accelerated Promotions	45	25	30	2.7
30.	Promotion with peers	40	30	30	2.8
31.	Fairness with which rewards are distributed	40	39	21	2.7
32.	Degree of understanding of battalion policies given by leaders	38	38	24	2.7
33.	Helpfulness of leaders with troop's problems concerning debts	43	32	25	2.7
34.	How often leaders keep promises	46	36	18	2.5

		% Answering		
	≤ 3	3	>3	Mean
Likeliness of going to the following for assistance:				
35. Team Leader	37	23	40	3.0
36. Sq/Section Ldr	30	25	45	3.2
37. PSG	36	23	41	3.0
38. 1SG	38	23	39	3.0
39. Co Cdr	47	20	33	2.7
40. A "buddy" in the unit	16	15	69*P	3.8
41. Someone outside the unit	51*+P	15	34	2.7
Helpfulness of the following in a matter of personal importance:				
42. Team Leaders	38	26	36	3.0
43. Sq/Section Ldr	31	29	45	3.1
44. PSG	37	24	39	3.0
45. 1SG	35	25	40	3.0
46. Co Cdr	42	22	36	2.8
Effectiveness of squad level leaders in:				
47. Maintaining good morale	42	29	29	2.7
48. Rewarding outstanding performance	47	29	24	2.6
49. Showing personal concern	45	29	26	2.7

		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
	Effectiveness of platoon sgts in:				
50.	Maintaining good morale	40	29	31	2.8
51.	Rewarding outstanding performance	46	26	28	2.7
52.	Showing personal concern	44	25	31	2.8
	Effectiveness of platoon leaders in:				
53.	Maintaining good morale	40	29	31	2.8
54.	Rewarding outstanding performance	46	28	26	2.6
55.	Showing personal concern	41	28	31	2.8
	Fairness with which the following punishments are administered:				
56.	Small punishments (egs. extra duty)	35	33	32	2.9
57.	Pulling a pass	39	32	39	2.8
58.	Article 15s	47	24	29	2.6
59.	Frequency opinion of person punished is considered in disciplinary action	39	30	31	2.8
60.	Effectiveness of leaders in managing garrison tasks so as to maintain morale	48	35	17	2.5

	% Answering			
	≤3	**3**	**≥3**	**Mean**
Frequency supervisors of garrison activities do the following:				
61. Explain how the activity fits into the overall mission	33	39	28	2.9
62. Set a time for completion of task	18	31	51*P	3.4
63. Provide troops with some lattitude	38	31	31	2.8
64. Are available to answer work related questions	29	34	37	3.0
65. Keep everyone working as a team	39	31	30	2.8
66. Evaluate job progress	32	33	35	3.0
67. Inspect finished job	16	22	62*P	3.7
68. Effectiveness of physical fitness program in keeping unit combat ready	28	23	49	3.3
69. Frequency readiness alerts are known about in advance	31	32	37	3.1
70. Effectiveness of company's performance in an unexpected alert	27	31	42	3.1
71. How well supervisor "sets the example"	22	29	49	3.3

		% Answering			
		<u><3</u>	<u>3</u>	<u>>3</u>	<u>Mean</u>
	Effectiveness of the following in meeting soldiers' needs:				
72.	CDAAC	37	30	33	2.9
73.	RREO	42	27	31	2.8
74.	Chaplain's Office	25	31	44	3.2
75.	School of Standards	35	31	34	2.9
76.	Open-door policy	41	27	32	2.8
77.	Dial Action	29	25	46	3.3
78.	IG	28	28	44	3.2
79.	PAC	29	32	39	3.1
80.	Finance	25	33	42	3.2
	Appropriateness of amount of time allocated for the following phases of the blocking system:				
81.	Training	20	21	59*P	3.5
82.	Education	42	21	37	2.9
83.	Garrison	25	23	52*P	3.4

*P = Positive Item (i.e. 50% or more of respondents answered over "3",

or in the "4" and "5" category)

*D = Deficient Item (i.e. 50% or more of the respondents answered under

"3", or in the "1" and "2" category)

*+ = Although more than 50% of the respondents answered under "3" on

item 41, this is considered a positive indicator of morale.

Table C3

Positive and Deficiency items for leaders and troops, by Subscale

% > Positive
or
< 3 Deficient

Training Management Positive Leader

How well do the following personnel understand
leaders' training duties?

1.	Self	79
2.	Co Cdr	59
3.	ISG	69
4.	Plt ldr	64
5.	PSG	83
6.	Sq/Sec Ldr.	81

7. How do you feel about your training responsibilities?   80

How satisfied are you with the involvement of the
following in planning training?

17.	ISG	50
18.	Plt Ldr	57
19.	PSG	64
20.	Sq/Sec Ldr	64
21.	Team Ldr	60

Training Management Positive Troop
  None

Training Management Deficient Leader

13.	How much guidance do instructors receive from BN staff on use of training time?	56

Training Management Deficient Troop
  None

Training Instruction Positive Leader

In training, how frequently do instructors do the
following?

23.	Have a good military appearance	84
24.	Appear committed to instruction	67
25.	Communicate at a level that can be understood	77
26.	Answer question about the area of instruction	78
27.	Use assistants to maintain classroom control	52

121

	% > Positive or < 3 Deficient
31. How frequently are training aids used?	52

Training Instruction Positive Troop

7. How frequently do instructors have a good military appearance?	62
9. How frequently do instructors communicate at a level that can be understood?	55
10. How frequently are instructors able to answer questions about the area of instruction?	61
14. How frequently do sq/section leaders help in the critique of training?	52

Training Instruction Deficient Leader

32. How difficult is it to obtain "realism in training"?	63
35. How frequently does training conclude with a critique of the unit's performance by Brigade staff?	59

Training Instruction Deficient Troop
  None

Management/Interpersonal Skills Positive Leader

How well do the following personnel understand your
troop handling duties?

41. Co Cdr	52
42. ISG	66
43. Plt ldr	60
44. PSG	77
45. Sq/section Ldr	76

How frequently do leaders do the following when counselling
troops?

46. Give feedback on their strong points	81
47. Give troops specific instruction on how to improve performance	79
48. Inform troops of improved performance	82
49. Allow troops to learn from their mistakes without harsh criticism	68

	% > Positive or < 3 Deficient
59. How frequently are you able to keep promises to subordinates?	61

Management/Interpersonal Skills Positive Troop

40. If there was a matter of personal importance to you, how likely would you be to go to a "buddy" in your unit for assistance?	69
41. In a matter of personal importance how likely would you be to go to someone outside your unit for assistance?	51*

Management/Interpersonal Skills Deficient Leader
    None

Management/Interpersonal Skills Deficient Troop

25. To what extent do you agree with how frequently time off is used in your unit?	54

Maintaining Standards/Discipline Positive Leader

How effective are leaders in maintaining high standards among troops in the following?

63. Military Appearance	73
64. Obedience to Military Law and Courtesy	51
65. Clean and Serviceable equipment	71
66. When needed, how frequently do leaders make "on the spot" corrections?	52

How much do you agree with the frequency that each of the following are used in your company?

68. Inspections	55
69. Performance Counselling	54
70. Personal Counselling	55
77. How fairly is punishment administered in your company?	53
78. How often do officers and NCOs support one another in disciplinary matters?	56

* This reflects percentage that would not go outside the unit for assistance.

% > Positive
or
< '3 Deficient

How effective are squad/section leaders in:

79.	Maintaining good morale?	50
80.	Rewarding outstanding performance?	60
81.	Showing concern for the individual soldier?	62

84. How effective are platoon level leaders in
showing concern for the individual soldier?   50

Maintaining Standards/Discipline Positive Troop
    None

Maintaining Standards/Discipline Deficient Leader
    None

Maintaining Standards/Discipline Deficient Troop
    None

Garrison Management Positive (Leaders only)

How well do the following understand leaders' role
as supervisors of "housekeeping" garrison activities?

88.	self	86
90.	Co Cdr	68
91.	ISG	78
92.	Plt ldr	73
93.	PSG	86
94.	Sq/Sec Ldr	84

How well do the following understand leaders' role as
supervisors of other garrison activities?

89.	Self	85
95.	Co Cdr	61
96.	ISG	70
97.	Plt ldr	66
98.	PSG	79
99.	Sq/Sec Ldr	77

Garrison Management Deficient (Leaders only)
    None

	% > Positive or < 3 Deficient

Garrison Supervision Positive Leader

How often are first line supervisors
observed doing the following?

101.	Providing clear instruction	64
103.	Setting a time by which the task is to be completed	64
104.	Providing workers lattitude in doing the job	54
105.	Being available to answer work-related questions	60
106.	Keeping everyone working as a team	50
107.	Checking on job's progress	66
108.	Inspect the finished job	74

Garrison Supervision Positive Troops

How frequently do supervisors of garrison activities:

62.	Set a time by which the task is to be completed?	51
67.	Inspect the finished job?	62

Garrison Supervision Deficient Leader
  None

Garrison Supervision Deficient Troop
  None

Miscellaneous Positive Leader

110.	How effective is the Physical Fitness Program in preparing the unit to be combat ready?	58
112.	How effectively do you think your company would perform in an unannounced readiness alert?	50

How effective are the following agencies or policies
in meeting the needs of the soldiers?

121.	Chaplain's Office	58
124.	Dial Action	56
125.	IG	63
126.	PAC	56
127.	Finance	65

How appropriate is the time spent in the following
activities?

128.	Training	62
130.	Garrison	58

	% > Positive or < "3" Deficient

Miscellaneous Positive Troop

How appropriate is the time spent in the
following activities?

| 81. | Training | 59 |
| 83. | Garrison | 52 |

Miscellaneous Deficient Leader
  None

Miscellaneous Deficient Troop
  None

TABLE C4

Items where E7s and above have a
higher percentage of responses over 3
than E6s and below

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
Var. 1 How good is your understanding of your duties in tactical training?	N	7	38	153	1	0	25	6.0	.05
	%	4	19	77	4	0	96		
*Var. 8 How much time do you as an instructor have to prepare for training?	N	72	71	48	5	8	12	6.3	.04
	%	38	37	25	20	32	48		
*Var. 9 How frequently are confidence building activities used to prepare NCOs for the task of instruction?	N	78	58	58	4	9	13	6.8	.03
	%	40	30	30	15	35	50		
*Var. 11 How much guidance do instructors receive from Plt leaders on how to use training time ?	N	46	65	83	2	4	18	9.0	.01
	%	24	33	47	8	17	75		
*Var. 13 How much guidance do instructors receive from Co level leaders on how to use training time?	N	76	60	54	5	6	13	6.9	.03
	%	40	32	28	21	25	54		
*Var. 15 How satisfied are you with the involvement of the Co Cdr in the planning of training?	N	58	65	68	2	5	18	12.7	.001
	%	30	34	36	8	20	72		

Note: Degrees of freedom is 2 for all items.

*Items where E7s and above have a higher percentage of responses over 3 and a lower percentage of responses under 3 than do E6s and below.

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 16 How satisfied are you with the involvement of the XO in the planning of training?	N	56	61	67	3	4	17	10.5	.01
	%	30	33	36	13	17	71		
*Var. 24 In actual training sessions how frequently do instructors/ trainers appear committed to instruction?	N	14	55	125	0	2	24	8.3	.02
	%	7	28	64	0	8	92		
*Var. 26 How well are instructors able to answer questions about the area of instruction?	N	7	35	151	0	0	26	7.0	.03
	%	4	18	78	0	0	100		
*Var. 28 How well are instructors able to maintain the interest of students?	N	39	76	78	0	7	19	11.7	.001
	%	20	39	40	0	27	73		
*Var. 29 In training how frequently are intermediate objectives set?	N	24	93	76	1	7	17	7.6	.02
	%	12	48	39	4	28	68		
*Var. 30 How well are training aids used?	N	52	59	82	1	8	17	7.7	.02
	%	27	31	42	4	31	65		
*Var. 31 How frequently are training aids used?	N	31	68	94	0	7	19	7.3	.04
	%	16	35	49	0	27	73		
*Var. 33 How frequently does training conclude with a critique of the unit's performance by Co level leaders?	N	43	64	85	7	2	15	6.3	.04
	%	22	33	44	29	8	63		
*Var. 34 How frequently does training conclude with a critique of the unit's performance by the BN staff?	N	73	70	43	13	2	9	8.3	.02
	%	39	38	23	54	8	38		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 39 How effectively is training time used to develop individual skills?	N	61	89	45	3	10	13	10.0	.01
	%	31	46	23	12	39	50		
*Var. 40 How effectively is training time used to develop team skills?	N	68	83	42	4	8	12	9.6	.01
	%	35	43	22	17	33	50		
*Var. 41 How well does the Co Cdr understand your troop handling duties?	N	34	69	89	0	1	25	22.8	.001
	%	18	36	46	0	4	96		
*Var. 42 How well does the 1SG understand your troop handling duties?	N	19	55	120	1	1	24	9.6	.01
	%	10	28	62	4	4	92		
*Var. 43 How well does the Plt Ldr understand your troop handling duties?	N	29	53	109	0	0	20	14.0	.001
	%-	15	28	57	0	0	100		
*Var. 50 How frequently is treating people with respect a method used to motivate soldiers?	N	39	72	87	0	1	25	25.1	.001
	%	20	36	44	0	4	96		
*Var. 51 How frequently is giving praise a method used to motivate soldiers?	N	43	64	90	0	4	22	14.8	.001
	%	22	32	46	0	15	85		
*Var. 52 How frequently is encouraging social activities a method used to motivate soldiers?	N	59	71	66	3	8	15	6.7	.04
	%	30	36	34	11	31	58		
*Var. 53 How frequently is meeting with subordinates a method used to motivate soldiers?	N	57	66	73	3	4	19	12.2	.001
	%	29	34	37	12	15	73		
*Var. 54 How much do you agree with the frequency with which formal recognition is used?	N	43	70	84	3	1	22	17.0	.001
	%	22	35	43	11	4	85		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 55 How much do you agree with the frequency with which time off is used?	N	67	57	73	3	6	17	8.5	.01
	%	34	29	37	12	23	65		
*Var. 57 How fairly are rewards distributed?	N	64	66	67	1	10	15	10.1	.01
	%	32	34	34	4	38	58		
*Var. 58 How well in-formed of current battalion policies are you?	N	47	74	77	1	6	19	11.9	.001
	%	24	37	39	4	23	73		
*Var. 59 When you make promises to subordinates, how often are you able to keep them?	N	21	62	112	1	1	24	11.9	.001
	%	11	32	57	4	4	92		
*Var. 60 How often do first line supervisors receive guidance from supervisors concerning their performance?	N̄	43	74	79	3	5	17	6.9	.03
	%	22	38	40	12	20	68		
*Var. 61 How often are leaders allowed to work at higher levels to expand their perspective?	N	54	61	82	4	5	14	3.1	.02
	%	27	31	42	17	22	61		
*Var. 63 How effective are leaders in maintaining high standards in military appearance among the troops?	N	12	43	143	0	1	24	6.7	.03
	%	6	22	70	0	4	96		
*Var. 64 How effective are leaders in maintaining high standards in obedience to military law and cour-tesy among the troops?	N	12	43	143	0	1	24	26.4	.001
	%	6	22	72	0	4	96		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 66 When leaders notice troops with poor military appearance or violating military courtesy, how often do they make "on-the-spot" corrections?	N	42	54	102	0	8	18	7.0	.03
	%	21	27	52	0	31	69		
*Var. 67 How effective are leaders in "setting the example"?	N	32	77	88	1	3	22	14.7	.001
	%	16	39	45	4	11	85		
*Var. 68 How much do you agree with the frequency that inspections are used?	N	33	59	106	1	4	21	7.2	.03
	%	17	30	53	4	15	81		
*Var. 69 How much do you agree with the frequency that performance counseling is used?	N	39	55	101	1	4	21	8.2	.02
	%	20	28	52	4	15	81		
*Var. 70 How much do you agree with the frequency that personal counseling is used?	N	45	48	104	1	3	21	9.1	.01
	%	23	24	53	4	12	84		
*Var. 71 How much do you agree with the frequency that withdrawing passes is used?	N	57	61	76	2	5	19	11.2	.001
	%	30	31	39	8	19	73		
*Var. 73 How much do you agree with the frequency that Article 15s are used?	N	61	52	83	3	4	19	8.9	.01
	%	31	27	42	12	15	73		
*Var. 77 How fairly is punishment administered?	N	46	55	96	1	2	23	14.7	.001
	%	23	28	49	4	8	88		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 78 How often do officers and NCOs support one another in disciplinary matters?	N	35	55	105	0	5	20	7.7	.02
	%	18	28	54	0	20	80		
*Var. 82 How effective are platoon level leaders in maintaining good morale?	N	42	67	87	0	6	18	9.9	.01
	%	21	34	45	0	25	75		
*Var. 83 How effective are platoon level leaders in rewarding outstanding performance?	N	49	65	81	1	6	17	8.7	.01
	%	25	33	42	4	25	71		
*Var. 84 How effective are platoon level leaders in showing concern for the individual soldier?	N	47	59	89	1	2	21	15.0	.001
	%	24	30	46	4	8	88		
*Var. 85 How effective are company level leaders in maintaining good morale?	N	69	68	60	0	6	20	23.9	.001
	%	35	34	31	0	23	77		
*Var. 86 How effective are company level leaders in rewarding outstanding performance?	N	59	72	65	2	2	22	25.5	.001
	%	30	37	33	8	8	84		
*Var. 87 How effective are company level leaders in showing concern for the individual soldier?	N	69	68	59	1	6	19	20.2	.001
	%	35	35	30	4	23	73		
*Var. 90 How well does the Co Cdr understand your role as a supervisor in "housekeeping" garrison activities?	N	13	54	127	0	2	24	7.9	.02
	%	7	28	65	0	8	92		
*Var. 92 How well does the Plt Ldr understand your role as a supervisor in "housekeeping" garrison activities?	N	17	38	138	0	1	22	6.3	.04
	%	9	20	71	0	4	96		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 95 How well does the Co Cdr understand your role as a supervisor in other garrison activities?	N	19	65	111	0	2	24	12.2	.001
	%	10	33	57	0	8	92		
*Var. 97 How well does the Plt Ldr understand your role as a supervisor in other garrison activities?	N	19	51	123	0	1	21	9.0	.01
	%	10	26	64	0	5	95		
*Var. 100 How often are given sufficient "lead time" to plan the garrison activities of your subordinates?	N	69	82	44	2	3	13	13.1	.001
	%	35	42	23	8	38	54		
*Var. 101 How often do you observe first line supervisors providing clear instructions?	N-	14	58	123	0	3	22	6.4	.04
	%	7	30	63	0	12	88		
*Var. 104 How often do you observe first line supervisors providing workers some latitude or freedom in doing their job?	N	34	59	102	0	4	21	9.9	.01
	%	17	30	52	0	16	84		
*Var. 105 How often do you observe first line supervisors making themselves available to answer questions on work related problems?	N	24	57	114	0	4	21	6.8	.03
	%	12	29	49	0	16	84		
*Var. 106 How often do you observe first line supervisors keeping everyone working as a team?	N	36	66	91	0	6	19	9.0	.01
	%	19	34	47	0	24	76		
*Var. 111 How frequently do you know in advance about readiness alerts?	N	45	66	85	3	5	18	6.2	.04
	%	23	34	43	12	19	69		

TABLE C 4
(continued)

		E4-E6			E7-02			x^2	p<
		<3	3	>3	<3	3	>3		
*Var. 115 How satisfied are you with the amount of time Co Level Leaders spend meeting with company personnel to listen to their complaints?	N	88	61	46	4	5	16	18.3	.001
	%	45	31	24	16	20	64		
*Var. 116 How satisfied are you with the results of company meetings?	N	90	72	33	4	9	12	15.2	.001
	%	46	37	17	16	36	48		
*Var. 117 How satisfied are you with the amount of time platoon level leaders spend meeting with platoon personnel to listen to their complaints?	N	72	64	58	2	3	17	19.7	.001
	%	37	33	30	9	14	77		
*Var. 118 How satisfied are you with the results of platoon level meetings?	N	72	58	64	2	4	16	13.9	.001
	%	37	30	33	9	18	73		
*Var. 123 How effective is the Open Door Policy in meeting the needs of the soldiers?	N	38	65	81	2	2	21	14.2	.001
	%	21	35	44	8	8	84		

Items where platoon level leaders (i.e. Platoon Leaders and Platoon Sergeants) had a higher percentage of responses over 3 than did squad level leaders (i.e. Team and Squad Leaders).

Item 34: How frequently does training conclude with a critique of the unit's performance by the Brigade Staff?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	5	2	6	11	1	5	34	40	20	25	25	17	13.1	.05
%	39	15	46	65	6	29	36	43	21	37	37	26		

Item 41*: How well does the Co Cdr understand your troop handling duties?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	0	13	1	0	18	18	36	45	10	31	27	33.1	.01
%	0	0	100	5	0	95	18	36	46	15	46	40		

Item 42*: How well does the 1SG understand your troop handling duties?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	0	13	1	1	17	8	25	65	8	26	37	17.6	.01
%	0	0	100	5	5	90	8	26	66	11	37	52		

Item 43*: How well does the platoon leader understand your troop handling duties?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	0	10	2	1	14	11	27	57	14	20	38	13.7	.04
%	0	0	100	12	6	82	12	28	60	19	28	53		

Note. Degrees of freedom is 6 for all items.

*Items where percentage of responses over 3 decline from Platoon Leader through Team Leader

Item 50*: How frequently is treating people with respect a method used to motivate soldiers?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	0	13	0	3	16	16	35	49	17	31	24	30.7	.01
%	0	0	100	0	16	84	16	35	49	24	43	33		

Item 51: How frequently are soldiers given praise in your company?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	3	10	0	3	16	16	28	54	21	25	26	21.7	.01
%	0	23	77	0	16	84	16	29	55	29	35	36		

Item 53*: How frequently is meeting with subordinates a method used to motivate soldiers?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	3	10	5	3	11	20	39	38	27	18	27	18.6	.01
%	0	23	77	26	16	58	21	40	39	37	25	38		

Item 54*: How much do you agree with the frequency with which formal recognition is used?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	2	1	10	2	3	14	21	29	49	15	29	28	12.8	.05
%	15	8	77	10	16	74	21	29	50	21	40	39		

Item 57*: How fairly are rewards distributed?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	1	3	9	2	9	8	29	35	35	28	21	23	12.9	.05
%	8	23	69	11	47	42	29	35	35	39	29	32		

Item 64*: How effective are leaders in maintaining high standards in obedience to military law and courtesy?

		Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3			
N	0	1	12	2	2	14	11	41	47	14	27	31	19.1	.01
%	0	8	92	11	11	78	11	41	48	19	38	43		

Item 67*: How effective are leaders in "setting the example"?

		Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3			
N	0	1	12	4	2	13	16	37	47	10	29	33	15.5	.02
%	0	8	92	21	11	68	16	37	47	14	40	46		

Item 73: How much do you agree with the frequency that Article 15s are given in your company?

		Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3			
N	2	1	10	2	5	12	30	31	36	27	13	32	15.2	.02
%	15	8	77	11	26	63	31	32	37	38	18	44		

Item 77*: How fairly is punishment administered?

		Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3			
N	1	1	11	1	2	16	21	28	50	18	24	30	16.6	.02
%	8	8	85	5	11	84	21	28	51	25	33	42		

Item 85*: How effective are company level leaders in maintaining good morale?

		Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3			
N	0	4	6	3	4	12	31	34	33	29	28	15	22.0	.01
%	0	31	69	16	21	63	31	35	34	40	39	21		

Item 86*: How effective are company level leaders in rewarding
outstanding performance?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	2	11	4	3	12	21	38	12	29	25	18	26.7	.01
%	0	15	85	21	16	63	21	39	63	40	35	25		

Item 87*: How effective are company level leaders in showing concern
for the individual soldier?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	1	3	9	3	3	13	28	34	35	32	27	13	26.8	.01
%	8	23	69	16	16	68	29	35	36	44	38	18		

Item 95*: How well does the Co Cdr understand your role as a supervisor
in other garrison activities?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	0	1	12	2	1	16	7	32	59	8	26	37	14.0	.03
%	0	8	92	11	5	84	7	33	60	11	37	52		

Item 100: How often are you given sufficient "lead time" to plan the
garrison activities of your subordinates?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3		
N	2	5	6	2	5	10	33	43	23	25	32	14	14.7	.03
%	15	39	46	12	29	59	33	44	23	35	45	20		

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Item 115: How satisfied are you with the amount of time Company Level Leaders spend meeting with Company Personnel to listen to their complaints?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr				
	<3	3	>3	<3	3	>3	<	3	>3	<3	3	>3	x^2	p<
N	2	3	7	3	4	12	44	29	25	33	26	12	22.8	.01
%	17	25	58	16	21	63	45	30	26	47	37	17		

Item 116*: How satisfied are you with the results of company level meetings?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr				
	3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	2	4	6	4	7	8	44	39	15	35	28	8	19.7	.01
%	17	33	50	21	37	42	45	40	15	49	40	11		

Item 117*: How satisfied are you with the amount of time Platoon Level Leaders spend meeting with Platoon Personnel to listen to complaints?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr				
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	1	2	9	3	4	10	35	33	30	27	25	14	16.0	.02
%	8	17	75	18	23	59	36	34	31	38	35	27		

Item 123: How effective is the open-door policy in meeting the needs of the soldiers?

	Platoon Ldr			Platoon Sgt			Squad Ldr			Team Ldr				
	<3	3	>3	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	1	2	10	2	1	14	16	35	38	16	26	29	16.0	.02
%	8	15	77	12	6	82	18	39	43	22	37	41		

Items where leaders in present positions more than 24 months had highest percentages of responses under 3.

Item 20: How satisfied are you with the involvement of the Sq/Section leader in meeting needs of the soldier?

Months		<3	3	>3	x^2	$p_<$
0-3	N	6	8	28	22	.02
	%	14	19	67		
4-6	N	1	5	38		
	%	2	12	86		
7-12	N	9	13	27		
	%	18	27	55		
13-18	N	1	4	10		
	%	7	27	67		
19-24	N	3	1	5		
	%	33	11	56		
Over 24	N	5	4	5		
	%	36	28	36		

Item 28*: How well are instructors able to maintain the interest of students?

Months		<3	3	>3	x^2	$p_<$
0-3	N	11	22	18	22	.02
	%	22	43	35		
4-6	N	3	17	29		
	%	6	35	59		
7-12	N	13	21	26		
	%	22	35	43		
13-18	N	4	5	8		
	%	24	29	47		
19-24	N	1	6	6		
	%	8	46	46		
Over 24	N	7	7	2		
	%	44	44	12		

Note. Degrees of freedom is 10 for all items.

*Leaders in their positions 4 - 6 months have the largest percentage of responses over 3.

Item 33*: How frequently does training conclude with a critique of the unit's performance?

Months		<3	3	>3	x^2	p<
0-3	N	18	15	19	20.4	.03
	%	35	29	36		
4-6	N	9	9	31		
	%	18	19	63		
7-12	N	12	21	24		
	%	21	37	42		
13-18	N	4	3	10		
	%	23	18	59		
19-24	N	1	7	4		
	%	8	58	33		
Over 24	N	7	3	6		
	%	44	19	37		

Item 37*: How good are NCOs in critiquing instructors' performance?

Months		<3	3	>3	x^2	p<
0-3	N	9	17	19	20.9	.03
	%	20	38	42		
4-6	N	3	14	25		
	%	7	33	60		
7-12	N	10	26	19		
	%	18	47	35		
13-18	N	1	6	6		
	%	8	46	46		
19-24	N	4	2	3		
	%	45	22	33		
Over 24	N	7	3	5		
	%	47	20	33		

Item 38* When unexpected open time arises due to schedule change, how often is this time used for training?

Months		<3	3	>3	x^2	p<
0-3	N	19	16	17	20.2	.03
	%	36	31	33		
4-6	N	9	16	24		
	%	18	33	49		
7-12	N	23	22	15		
	%	38	37	25		
13-18	N	5	4	7		
	%	31	25	44		
19-24	N	7	2	3		
	%	58	17	25		
Over 24	N	10	5	1		
	%	63	31	6		

Item 40*: How effectively is training time used to develop team skills?

Months		<3	3	>3	x^2	p<
0-3	N	20	24	8	20.2	.03
	%	39	46	15		
4-6	N	8	21	18		
	%	17	45	38		
7-12	N	24	20	14		
	%	41	35	24		
13-18	N	4	7	6		
	%	24	41	35		
19-24	N	3	8	3		
	%	21	57	22		
Over 24	N	8	8	0		
	%	50	50	0		

Item 63: How effective are leaders in maintaining high standards in military appearance among the troops?

0-3	N	4	12	36	20.0	.03
	%	8	23	69		
4-6	N	3	9	39		
	%	6	18	76		
7-12	N	1	14	45		
	%	2	23	75		
13-18	N	0	1	16		
	%	0	6	94		
19-24	N	0	4	10		
	%	0	29	71		
Over 24	N	4	1	11		
	%	25	6	69		

Item 66: How often do leaders make "on-the-spot" corrections?

0-3	N	8	11	33	20.1	.03
	%	15	21	64		
4-6	N	8	12	31		
	%	16	23	61		
7-12	N	10	16	35		
	%	16	26	58		
13-18	N	4	7	6		
	%	24	41	35		
19-24	N	2	7	5		
	%	14	50	36		
Over 24	N	6	8	2		
	%	38	50	12		

Item 100: How often are you given sufficient "lead time" to plan garrison activities of your subordinates?

Months		<3	3	>3	x^2	p<
0-3	N	11	30	11	24.5	.01
	%	21	58	21		
4-6	N	10	24	14		
	%	21	50	29		
7-12	N	19	26	14		
	%	32	44	24		
13-18	N	9	3	5		
	%	53	18	29		
19-24	N	7	1	6		
	%	50	7	43		
Over 24	N	9	4	3		
	%	56	25	19		

Item 122: How effective is the school of standards in meeting the needs of soldiers?

		<3	3	>3	x^2	p<
0-3	N	6	23	21	21.9	.02
	%	12	46	42		
4-6	N	13	15	23		
	%	26	29	45		
7-12	N	20	8	31		
	%	34	14	52		
13-18	N	4	5	7		
	%	25	31	44		
19-24	N	5	1	7		
	%	38	8	54		
Over 24	N	6	2	6		
	%	43	14	43		

Item 131: How well is the mission of this brigade understood?

		<3	3	>3	x^2	p<
0-3	N	15	18	17	19.6	.03
	%	30	36	34		
4-6	N	11	20	20		
	%	22	39	39		
7-12	N	20	7	32		
	%	34	12	54		
13-18	N	1	5	11		
	%	6	29	65		
19-24	N	4	4	5		
	%	31	31	38		
Over 24	N	6	3	5		
	%	43	21	36		

Items where leaders in present positions between 19 and 24 months had highest percentage of responses under 3.

Item 7: How do you feel about your responsibilities as a trainer?

Months		<3	3	>3	x^2	p<
0-3	N	2	12	38	22.7	.01
	%	4	23	73		
4-6	N	0	6	45		
	%	0	12	88		
7-12	N	3	7	49		
	%	5	12	83		
13-18	N	0	2	15		
	%	0	12	88		
19-24	N	3	2	8		
	%	23	15	62		
Over 24	N	3	1	12		
	%	19	6	75		

Item 19*: How satisfied are you with the involvement of the PSG in the planning of training?

Months		<3	3	>3	x^2	p<
0-3	N	5	11	32	20.4	.03
	%	10	23	67		
4-6	N	3	3	40		
	%	6	7	87		
7-12	N	8	17	31		
	%	14	30	56		
13-18	N	1	3	11		
	%	7	20	73		
19-24	N	4	1	7		
	%	33	9	58		
Over 24	N	3	5	8		
	%	19	31	50		

Note. Degrees of freedom is 10 for all items.

*Leaders in their positions 4 - 6 months had the largest percentage of responses over 3.

Item 43*: How well does
the Plt Ldr understand
your troop handling
dueies?

Months		<3	3	>3	x^2	p<
0-3	N	11	13	27	22.5	.01
	%	22	25	53		
4-6	N	3	7	38		
	%	6	15	79		
7-12	N	6	18	32		
	%	11	32	57		
13-18	N	3	1	13		
	%	18	6	76		
19-24	N	3	2	6		
	%	27	18	55		
Over 24	N	3	8	5		
	%	19	50	31		

Item 90*: How well does
the Co Cdr understand your
role as a supervisor in
"housekeeping" garrison
activities?

0-3	N	3	12	36	21.5	.02
	%	6	23	71		
4-6	N	0	7	43		
	%	0	14	86		
7-12	N	6	18	36		
	%	10	30	60		
13-18	N	0	6	11		
	%	0	35	65		
19-24	N	3	3	7		
	%	23	23	54		
Over 24	N	0	6	10		
	%	0	37	63		

Item 92*: How well does
the Plt Ldr understand his
role as a supervisor in
"housekeeping" garrison
activities?

0-3	N	2	13	37	26.9	.01
	%	4	25	71		
4-6	N	1	4	43		
	%	2	8	90		
7-12	N	6	13	38		
	%	10	23	67		
13-18	N	2	2	13		
	%	12	12	76		
19-24	N	5	1	7		
	%	38	8	54		
Over 24	N	1	3	12		
	%	6	19	75		

Item 115*: How satisfied are you with the amount of time complay level leaders spend meeting with company personnel to listen to complaints?

Months			<3	3	>3	x^2	p<
0-3	N		25	14	11	20.6	.02
	%		50	28	22		
4-6	N		11	17	22		
	%		22	34	44		
7-12	N		32	16	12		
	%		53	27	20		
13-18	N		5	7	5		
	%		29	41	30		
19-24	N		9	1	4		
	%		64	7	29		
Over	N		7	3	6		
	%		44	19	37		

Item 120*: How effective is RREO in meeting the needs of the soldiers?

Months			<3	3	>3	x^2	p<
0-3	N		4	23	14	19.8	.03
	%		10	56	34		
4-6	N		6	17	24		
	%		13	36	51		
7-12	N		16	28	14		
	%		28	48	24		
13-18	N		2	10	5		
	%		12	59	29		
19-24	N		5	3	5		
	%		38	23	39		
Over 24	N		5	5	4		
	%		36	36	28		

Item 124: How effective is Dial Action in meeting the needs of the soldiers?

Months			<3	3	>3	x^2	p<
0-3	N		9	17	23	19.2	.04
	%		18	35	47		
4-6	N		8	12	28		
	%		17	25	58		
7-12	N		7	11	40		
	%		12	19	69		
13-18	N		5	3	9		
	%		29	18	53		
19-24	N		6	0	7		
	%		46	0	54		
Over 24	N		5	4	5		
	%		36	28	36		

Table C8

Items in which Headquarters Leaders perceived the most deficiencies
and Combat Support Leaders perceived the least deficiencies.

Item: 11 How much guidance do instructors receive from Plt. Level
Leaders on how to use training time?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	29	50	66	4	13	26	17	10	11	17.4	.01
%	20	34	46	9	30	61	45	26	29		

Item: 21 How satisfied are you with the involvement of the team
leader in the planning of training?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	18	32	72	4	3	26	9	6	11	12.2	.02
%	15	26	59	12	9	79	35	23	42		

Item: 26 How well are instructors able to answer questions about
the area of instruction?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	6	26	113	0	2	39	2	13	25	13.1	.01
%	4	18	78	0	5	95	5	32	63		

Item: 40 How effectively is training time used to develop team skill?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	53	60	32	6	21	16	17	11	9	11.8	.02
%	37	41	22	14	49	37	46	30	24		

Item: 60 How often do first line supervisors receive guidance from
supervisors concerning their performance as supervisors?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	30	56	57	7	8	28	13	18	12	14.1	.01
%	21	39	40	16	19	12	30	42	28		

Note. Degrees of freedom is 4 for all items.

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Item 79: How effective are SQ/Section Leaders in maintaining good morale?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	19	50	75	2	16	24	11	16	15	9.5	.05
%	13	35	52	5	38	57	26	38	36		

Item 80: How effective are SQ/Section Leaders in rewarding outstanding performance?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	22	46	76	4	13	25	14	14	14	11.2	.02
%	15	32	53	9	31	60	33	33	33		

Item 84: How effective are platoon level leaders in showing concern for the individual soldier?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	28	45	71	4	12	26	17	7	17	14.7	.01
%	20	31	49	9	29	52	41	17	42		

Item: 91 How well does 1SG understand your role as a supervisor in "housekeeping" garrison activities?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	6	16	120	1	11	31	5	8	30	10.3	.04
%	4	11	85	2	26	72	11	19	70		

Item: 93 How well does the PSG understand your role as a supervisor in "housekeeping" garrison activities?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	5	8	126	1	4	36	2	8	26	10	.04
%	3	6	91	2	10	88	6	22	72		

Item: 105 How often do you observe first line supervisors making
themselves available to answer questions on work related
problems?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	16	49	78	3	6	34	7	11	24	10	.04
%	11	34	55	7	14	79	17	26	57		

Item: 108 How often do you observe first line supervisors inspecting
the finished job?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p*
N	11	21	111	2	6	35	7	12	23	10.6	.03
%	8	15	77	5	14	81	17	28	55		

Item: 115 How satisfied are you with the amount of time Company Level
Leaders spend meeting with Co Personnel to listen to their
complaints?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p*
N	57	43	42	15	19	9	24	6	13	10.2	.04
%	40	30	30	35	44	21	56	14	30		

Item: 117 How satisfied are you with the amount of time Plt Level
Leaders spend meeting with Platoon Personnel to listen to
their complaints?

	Line Company			CSC			HHC				
	<3	3	>3	<3	3	>3	<3	3	>3	x^2	p<
N	47	44	50	9	18	16	22	6	12	12.5	.01
%	33	31	36	21	42	37	55	15	30		

Items where troops in the command less than four months have the lowest percentage of responses under 3 and troops in the command over 24 months have the highest percentage of responses under 3.

Item 17: How often do you receive help from the Squad/Section Leader on how to do your job better?

Months		<3	3	>3	x^2	p<
0-3	N	4	7	20	18.8	.05
	%	13	23	64		
4-6	N	10	13	17		
	%	25	33	42		
7-12	N	31	45	73		
	%	21	30	49		
13-18	N	21	22	46		
	%	23	25	52		
19-24	N	33	24	49		
	%	31	23	46		
Over 24	N	21	9	22		
	%	44	16	40		

Item 19: How often are you allowed to learn from your mistakes without being bawled out?

Months		<3	3	>3	x^2	p<
0-3	N	10	10	12	20.5	.03
	%	31	31	38		
4-6	N	18	10	13		
	%	44	24	32		
7-12	N	65	34	50		
	%	44	23	33		
13-18	N	35	25	29		
	%	39	28	33		
19-24	N	53	20	36		
	%	49	18	33		
Over 24	N	38	11	6		
	%	69	20	11		

Note. Degrees of freedom is 10 for all items.

Item 20: How frequently does your supervisor provide you with the performance counselling?

Months		<3	3	>3	x^2	p<
0-3	N	6	19	5	19.2	.04
	%	20	63	17		
4-6	N	17	15	9		
	%	41	37	22		
7-12	N	47	55	47		
	%	31	37	32		
13-18	N	32	31	26		
	%	36	35	29		
19-24	N	29	43	37		
	%	27	39	34		
Over 24	N	26	21	9		
	%	46	38	16		

Item 27: Agreement with how frequently meetings with troops is a method used to motivate soldiers?

		<3	3	>3	x^2	p<
0-3	N	9	6	16	25.0	.01
	%	29	19	52		
4-6	N	15	13	12		
	%	38	32	30		
7-12	N	66	52	33		
	%	44	34	22		
13-18	N	35	24	30		
	%	39	27	34		
19-24	N	46	37	24		
	%	43	35	22		
Over 24	N	30	21	5		
	%	54	37	9		

Item 28: Agreement with how frequently recreational programs is a method used to motivate soldiers.

		<3	3	>3	x^2	p<
0-3	N	5	12	14	19.0	.05
	%	16	39	45		
4-6	N	14	14	11		
	%	36	36	28		
7-12	N	70	40	41		
	%	46	27	27		
13-18	N	31	33	23		
	%	36	38	26		
19-24	N	51	28	29		
	%	47	26	27		
Over 24	N	28	10	18		
	%	50	18	32		

Item 31: How frequently are rewards distributed?

Months		<3	3	>3	x^2	p<
0-3	N	5	15	9	25.1	.01
	%	17	32	31		
4-6	N	12	16	12		
	%	30	40	30		
7-12	N	50	59	38		
	%	34	40	26		
13-18	N	41	33	14		
	%	47	37	16		
19-24	N	45	43	18		
	%	43	41	17		
Over 24	N	34	13	9		
	%	61	23	16		

Item 32: What kind of understanding of current battalion policies do leaders give you?

Months		<3	3	>3	x^2	p<
0-3	N	7	11	14	20.3	.03
	%	22	34	44		
4-6	N	17	15	8		
	%	42	38	20		
7-12	N	58	48	45		
	%	38	32	30		
13-18	N	25	38	25		
	%	28	43	29		
19-24	N	43	44	20		
	%	40	41	19		
Over 24	N	28	20	8		
	%	50	36	14		

Item 47: How effective are leaders at the squad level in maintaining good morale?

Months		<3	3	>3	x^2	p<
0-3	N	7	11	13	22.2	.02
	%	23	35	42		
4-6	N	19	16	6		
	%	46	39	15		
7-12	N	60	37	53		
	%	40	25	35		
13-18	N	34	22	33		
	%	38	25	37		
19-24	N	45	34	29		
	%	42	31	27		
Over 24	N	31	16	8		
	%	56	29	15		

Item 49: How effective
are leaders at the squad
level in showing per-
sonal concern for
individual soldiers?

Months		<3	3	>3	x^2	p<
0-3	N	9	8	14	20.0	.03
	%	29	26	45		
4-6	N	19	12	10		
	%	46	29	25		
7-12	N	63	41	46		
	%	42	27	31		
13-18	N	34	24	31		
	%	38	27	35		
19-24	N	50	37	21		
	%	47	34	19		
Over 24	N	29	20	6		
	%	53	36	11		

Item 54: How effective
are platoon leaders in
rewarding outstanding
performance?

		<3	3	>3	x^2	p<
0-3	N	7	14	8	25.1	.01
	%	24	48	28		
4-6	N	22	12	6		
	%	55	30	15		
7-12	N	61	47	42		
	%	41	31	28		
13-18	N	39	22	28		
	%	44	25	31		
19-24	N	55	22	28		
	%	52	21	27		
Over 24	N	35	6	15		
	%	62	11	27		

Item 58: How fairly
are Article 15s given
out?

		<3	3	>3	x^2	p<
0-3	N	7	6	16	24.0	.01
	%	24	21	55		
4-6	N	21	12	8		
	%	51	29	20		
7-12	N	58	35	57		
	%	39	23	38		
13-18	N	39	21	29		
	%	44	24	32		
19-24	N	58	23	25		
	%	55	22	23		
Over 24	N	32	13	10		
	%	58	24	18		

Item 59: How frequently
is the option of the person
being punished considered
in disciplinary action?

Months		<3	3	>3	x^2	p<
0-3	N	5	8	15	19.4	.04
	%	18	29	53		
4-6	N	11	17	12		
	%	28	42	30		
7-12	N	59	43	47		
	%	40	29	31		
13-18	N	29	28	29		
	%	34	32	34		
19-24	N	48	22	33		
	%	47	21	32		
Over 24	N	26	17	11		
	%	48	32	20		

Item 60: How effective
are leaders in managing
garrison tasks in a way
that maintains morale?

Months		<3	3	>3	x^2	p<
0-3	N	7	17	7	25.2	.01
	%	23	55	22		
4-6	N	22	14	4		
	%	55	35	10		
7-12	N	73	46	32		
	%	48	31	21		
13-18	N	35	37	17		
	%	39	42	19		
19-24	N	53	37	18		
	%	49	34	17		
Over 24	N	37	17	2		
	%	66	30	4		

Item 65: How frequently
do supervisors of garrison
activities keep everyone
working as a team?

Months		<3	3	>3	x^2	p<
0-3	N	4	12	14	20.3	.03
	%	13	40	47		
4-6	N	16	15	10		
	%	39	37	24		
7-12	N	61	45	42		
	%	41	30	29		
13-18	N	25	29	33		
	%	29	33	38		
19-24	N	47	25	33		
	%	45	24	31		
Over 24	N	28	14	12		
	%	52	26	22		

Item 68: How effective is the present physical fitness program in keeping the unit combat ready?

Months			<3	3	>3	x^2	p<
0-3	N		3	12	16	20.7	.03
	%		10	39	51		
4-6	N		8	10	23		
	%		20	24	56		
7-12	N		51	24	72		
	%		35	16	49		
13-18	N		16	21	49		
	%		19	24	57		
19-24	N		30	20	51		
	%		29	22	49		
Over 24	N		20	14	21		
	%		36	26	38		

Item 72: How effective is Community Drug and Alcohol in meeting the needs of soldiers?

Months			<3	3	>3	x^2	p<
0-3	N		4	9	18	22.8	.02
	%		13	29	58		
4-6	N		14	16	9		
	%		36	41	23		
7-12	N		60	34	53		
	%		41	23	36		
13-18	N		26	30	32		
	%		30	34	36		
19-24	N		43	35	26		
	%		41	34	25		
Over 24	N		24	16	16		
	%		43	29	28		

Item 79: How effective is the PAC in meeting the needs of soldiers?

Months			<3	3	>3	x^2	p<
0-3	N		2	7	22	21.8	.02
	%		6	23	71		
4-6	N		9	15	15		
	%		23	38	38		
7-12	N		38	51	57		
	%		26	35	39		
13-18	N		27	31	29		
	%		31	36	33		
19-24	N		33	34	38		
	%		32	32	36		
Over 24	N		22	12	22		
	%		39	21	39		

Items where CSC troops had the largest percentage of responses under 3.

Item 2: How satisfied are you with the amount of time spent training as an individual soldier?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	93	90	138	38	27	24	25	27	45	10.7	.04
%	29	28	43	43	30	27	26	28	46		

Item 3: How satisfied are you with the amount of time spent training as a squad/section?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	102	97	111	46	21	20	29	26	37	13.8	.01
%	33	31	36	53	24	23	32	28	40		

Item 4: How satisfied are you with the amount of time spent training as a platoon?

	Line Company			CSC			HHC			x^2	p>
	<3	3	>3	<3	3	>3	<3	3	>3		
N	90	90	128	43	18	27	26	29	36	13.2	.02
%	29	29	42	49	20	31	28	32	40		

Item 20: How frequently does your superior provide you with performance counselling?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	103	129	90	43	27	20	28	44	25	10.0	.05
%	32	40	28	48	30	22	29	45	26		

Note. Degrees of freedom is 4 for all items.

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Item 38: If there was a matter of personal importance to you how likely would you go for assistance to the 1SG?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	113	76	132	45	12	33	34	28	36	10.0	.04
%	35	24	41	50	13	37	35	28	37		

Item 39: If there was a matter of personal importance to you how likely would you go for assistance to the Co Cdr?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	161	62	97	52	15	22	27	25	47	22.1	.01
%	50	20	30	58	17	25	27	25	48		

Item 46: If there was a matter of personal improtance to you how helpful of you think the Co Cdr would be?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	139	70	111	48	13	29	28	27	43	13.0	.02
%	43	22	35	53	15	32	28	28	44		

Item 56: How fairly are small punishments (such as extra duty) given out?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	111	115	96	42	18	29	26	35	36	12.3	.02
%	34	36	30	47	20	33	27	36	37		

Item 75: How effective is the School of Standards in meeting the needs of the soldiers?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	98	107	106	38	27	23	36	20	39	10.2	.04
%	32	34	34	43	31	26	38	21	41		

Item 81: Is the amount of time spent in the training phase of the blocking system appropriate?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	59	60	196	29	17	44	13	26	57	13.5	.01
%	19	19	62	32	19	49	14	27	59		

TABLE C11

Items where HHC troops had the largest percentage of responses under 3.

Item 11: How frequently do your training activities end with a critique of the unit's performance?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	77	104	137	29	36	24	33	34	29	11.5	.03
%	24	33	43	33	40	27	34	36	31		

Item 13: How frequently does the PSG help in the critique of training exercises?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	58	82	169	18	28	43	36	29	30	20.7	.01
%	19	26	55	20	32	48	38	30	32		

Item 14: How frequently does the Squad/Section Leader help in the critique of training exercises?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	61	74	177	24	23	40	30	28	38	10.9	.03
%	19	24	57	28	26	46	31	29	40		

Item 53: How effective are platoon leaders in maintaining good morale?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	111	97	112	42	21	27	47	31	17	13.9	.01
%	35	30	35	47	23	30	49	33	18		

Note. Degrees of freedom is 4 for all items.

Item 54: How effective are platoon leaders in rewarding outstanding
performance?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	130	99	90	50	18	21	53	23	19	11.4	.03
%	41	31	28	56	20	24	56	24	20		

Item 55: How effective are platoon leaders in showing personal
concern for individual soldiers?

	Line Company			CSC			HHC			x^2	p<
	<3	3	>3	<3	3	>3	<3	3	>3		
N	112	95	113	46	20	24	50	27	19	15.7	.01
%	35	30	35	51	22	27	52	28	20		